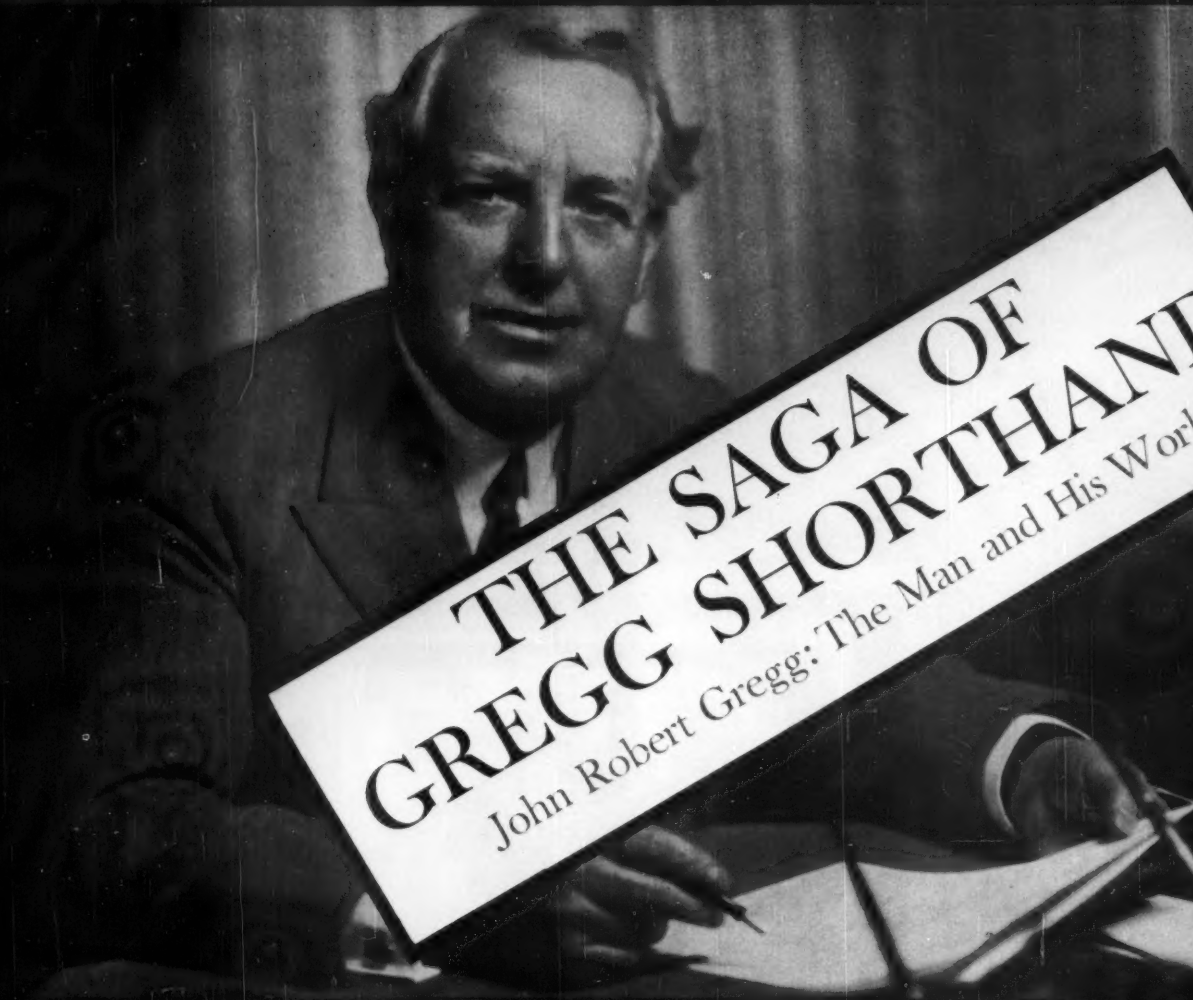


BUSINESS EDUCATION WORLD

JANUARY, 1961



THE SAGA OF GREGG SHORTHAND

John Robert Gregg: The Man and His Work

The Future of Business Education Depends on YOU! PAGE 13

Teaching Typing and Shorthand in the Same Room at the Same Time PAGE 14

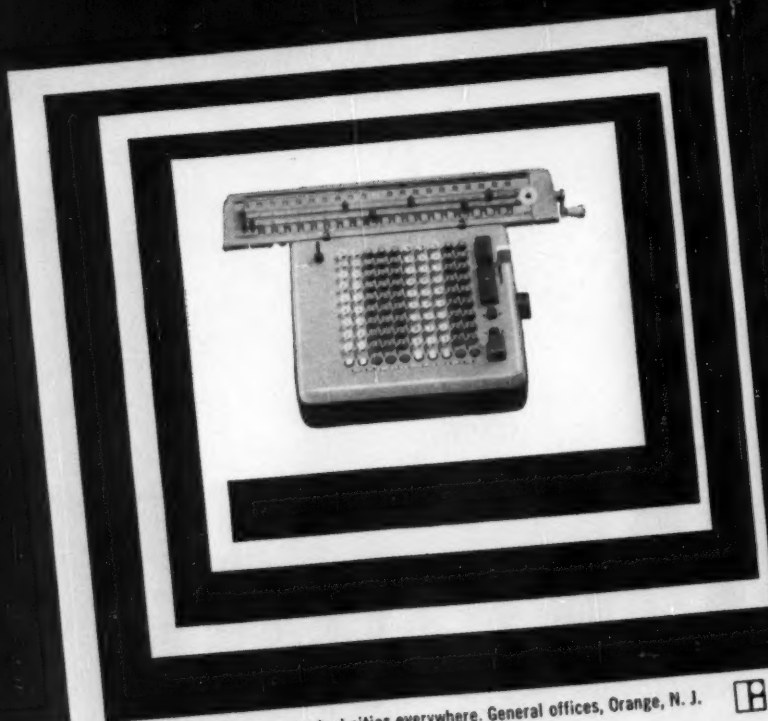
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
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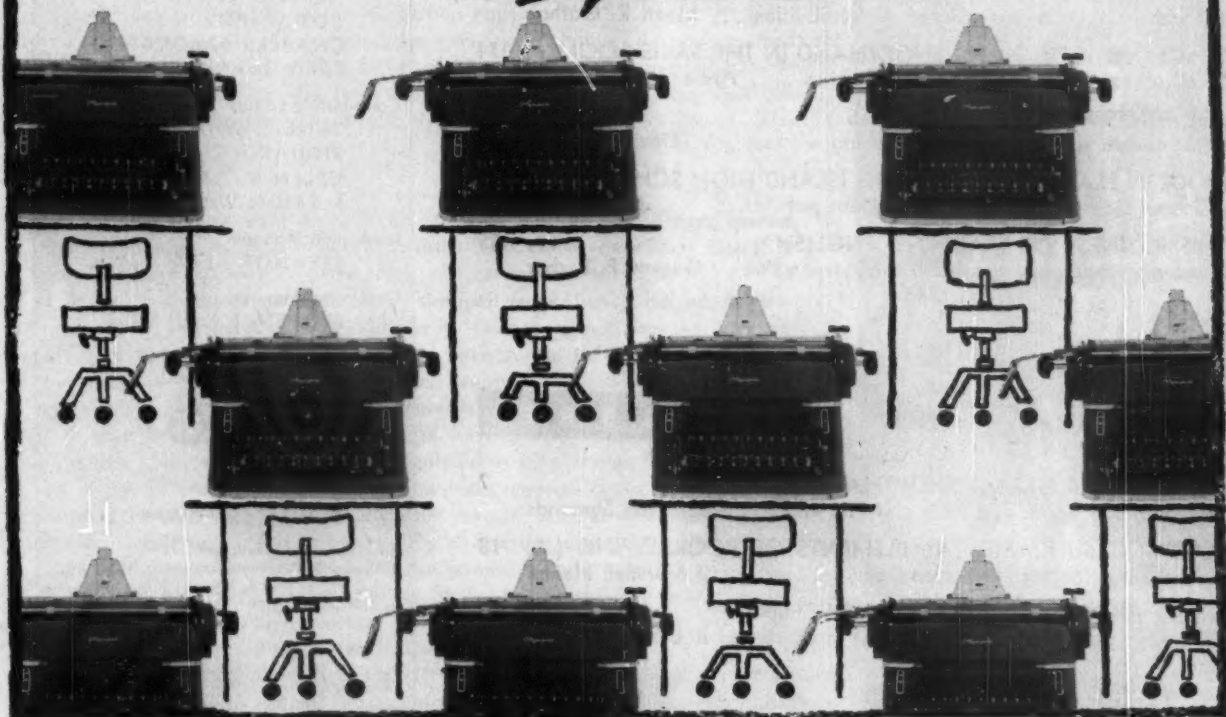
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THE BUSINESS TEACHER'S

Problem Clinic

WE HAVE NO suggested solutions to offer our problem-setters this month, but we do have a couple of new problems for you to chew on. We also invite you to comment on any problems previously printed in this space.

If you have a problem that you'd like some help in solving—or if you have a solution for someone else's problem—please send it to BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, N. Y. (If you submit a suggested solution, please enclose a carbon copy of it.)

As is our custom, we're reminding you once again about our current contest: For the best *problem* submitted by April 25, we'll award a prize of \$10; for the second best, \$5. For the best *solution* submitted by the same date, the prize will be \$25; for the second best, \$15.

PROBLEM 1

MY PROBLEM is what to do with students who will no longer benefit from remaining in class—the few failures who are so hopelessly lost that no amount of tutoring or extra work will carry them through.

When I ask that such students be dropped from classes, my administration agrees, but adds, "We would like to take them out, but we have no place to put them." In our school, we have a rule that no one has more than one study hall. When students are dropped, study halls become overcrowded and students are without enough credits for graduation.

I have been toying with the idea of having a "swinging" class—a class in which a unit of work could be completed in nine weeks. Students would be required to take two of these nine-week courses for a ½-unit credit. Students would enroll for the semester course, and dropouts from other classes would be allowed to enter at the end of the nine weeks. The regular class would terminate at the end of the semester; those who entered at the end of the nine weeks would remain for an additional nine weeks in the next semester. Also, the semester failures would be allowed to enter the course and continue through the last semester.

Do you find this idea fantastic? If not, what do you think should be the nature of such a course? Schools that don't offer general business could easily work out course content using a general business text. For the school that has general business courses, the course I have in mind would entail some planning. I suggest nine weeks of economics and "buymanship" and, in the other nine weeks, a smattering of law, math, and spelling.

I would like your opinions, suggestions, and ideas on material to be taught. Colleges could plan workshops around course content. How about it? Publishers, do you see material for a new text? What shall such a course be called? Or is it just a pipe dream?

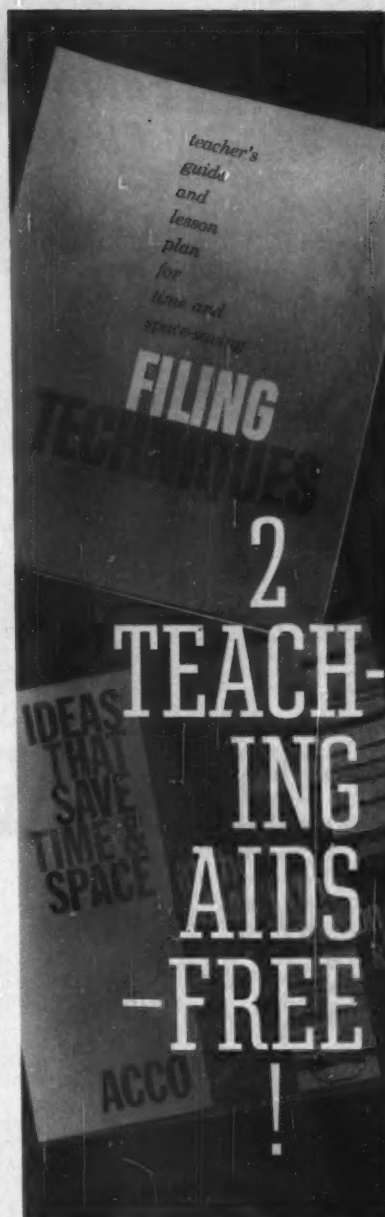
RUBY LEE NELSON
Iola Senior High School
Iola, Kansas

PROBLEM 2

ONE OF MY secretarial training students is very interested in reading some fiction books about a secretary, in order to achieve a dual purpose—to fulfill a reading requirement in English and at the same time to enlighten herself about office work.

We should appreciate it if someone could refer us to a good bibliography.

PATSY A. HARWOOD
Otterbein High School
Otterbein, Indiana



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Let's TEACH the Skill of

We can't assume that students will "pick up" a sense of organization

HAS THIS ever happened in your
typing class?—You inform your
students, "Today we are going to
learn how to type invoices with five
carbon copies." Then you proceed
with instructions. But you could have
saved yourself the trouble—nobody is
listening. Your students are happily
stacking carbons and invoice forms or
trying to find the proper page in the
textbook, quite unconscious of you or
your explanations. So, you repeat
page number, definition, instructions
... again and again. Finally, every-
one is ready to type; but valuable
minutes are lost.

"Why," you wonder, "can't stu-
dents learn to organize materials?"
Why? Because they have never been
taught to do so. Arranging work ma-
terials in the best order is a skill; the
student does not "pick up" a sense of
organization. We should teach it in
every business class.

"How can I teach organization,"
you ask, "when I need every minute
to cover the fundamentals in the
course?" Have you ever thought how
much easier (and faster) it would be
to teach these very fundamentals in
any course if every student were
ready to *learn* when you were ready
to *teach*?

Set the Right Example

Good organization procedures can
be partially absorbed and, through
repetition and concentration, can be-
come automatic. Since your good ex-
ample can be a key factor, always
have the lessons planned so that not
a minute is wasted.

Just as any good office needs an
efficient system, so, too, does an ef-
fective classroom. On the first day of
class, students should be told the
general routine. For an advanced
typing class, it might follow a pattern
like this: First, a warmup drill (using
a rhythm record that your student-

secretary could put on as the class
bell rings) or a short drill for tech-
nique skills; then, a timed writing;
third, new material; fourth, cleaning
machines and putting supplies away.
Information as to page numbers could
be written on the board at the be-
ginning of the class (again utilizing
the services of a student-secretary).

This system *works*. When the class
bell rings, the phonograph record be-
gins to play; students type warmup
drills to music. The record stops and
so do the students. It is quiet; every-
one is listening, because the students
know that you will not repeat instruc-
tions. Now you're ready for Part 2 of
the lesson, the timed writing (with
the page number clearly visible on
the board). You simply say, "Get set
for your timing. Put all unnecessary
papers out of your way." As they are
preparing for the timing, set your
automatic timer for one or two min-
utes; the students will know that they
have sufficient time in which to pre-
pare, so there is no sense of pressure
and no wasted time or energy. When
the timer rings, the students will have
the book opened to the proper page,
will have a heading on their papers,
and will be ready to go. You merely
say, "All set, now type," and set the
timer for as many minutes as you
wish. When they hear the signal for
the end of the timing, the students
stop, remove their papers, and put
them aside in a manila folder to be
checked outside class.

Next, introduce the new matter.
Often lessons are followed consecu-
tively in a textbook. Train students
to realize that if Lesson 150 is done
today, Lesson 151 will follow tomor-
row—and, to maintain interest and
enthusiasm, give a little clue as to
what's in the new lesson. Students
will look at the blackboard for the
proper page and can turn quickly to
the new work. They will now listen

Organization

MARGARET A. KILEY

George Mason Jr.-Sr. H. S., Falls Church, Va

to the explanations on the new materials because they will realize that you will give them time to get organized before the signal to start typing is given. (Some of the new textbooks include an additional five minutes in various exercises for the purpose of arranging materials.)

Go over the method of arranging supplies with your students. Give them pointers on where to put the eraser and eraser shield (stressing that they should always be kept in the same place). Show the fast way to assemble carbons and half-sheets and the way to stack forms and carbons in the typewriter. Occasionally, even spot-check on the placement of the textbook. *Show* the students how important it is not to waste time in getting started. *Demonstrate* how much more can be done when materials are conveniently arranged. Once in a while, you might even grade students on *how* they work as well as what they have typed.

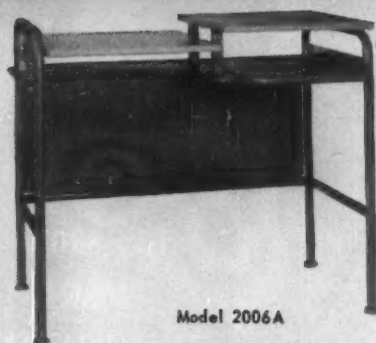
Benefits on Both Sides

The emphasis in business is on production — how much good, mailable work a typist can turn out in a given time. By stressing organization of working materials, you can show your students how to do this efficiently and without fatigue. For the students, this can mean more time for typing and less time spent searching for such items as erasers, carbons, and papers. For you, it can result in more teaching time, less repeating, less wasted time—and less chance of ulcers!

This kind of training is important; it should be a part of all business courses. Once organization becomes automatic, it can pay big dividends to you as well as your students.

If you're not already providing this training, it would be worth your while to give it a try.

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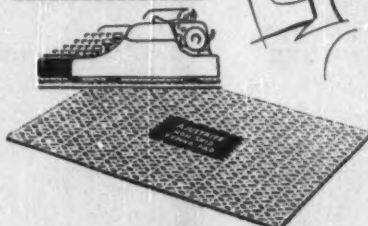
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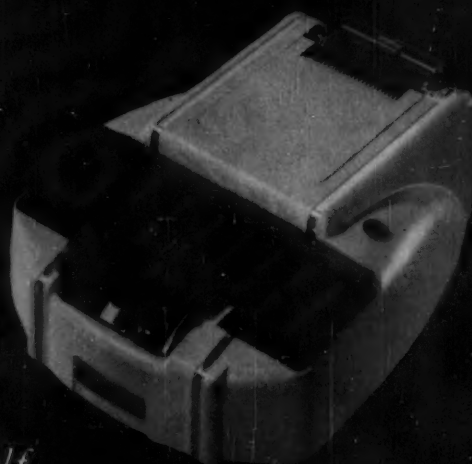


Fig. 1 First Semester; 50 w.p.m., 6 minutes

PENCIL WRITERS		MACHINE WRITERS	
Pupil	Errors	Pupil	Errors
1.....	18	1.....	5
2.....	38	2.....	5
3.....	40	3.....	6
4.....	60	4.....	7
5.....	61	5.....	15
6.....	62	6.....	24
7.....	63	7.....	29
8.....	76	8.....	31
9.....	168	9.....	32
10.....	121	10.....	43

Fig. 2 Second Semester; 80 w.p.m., 5 minutes

PENCIL WRITERS		MACHINE WRITERS	
Pupil	Errors	Pupil	Errors
1.....	26	1.....	2
2.....	34	2.....	4
3.....	38	3.....	8
4.....	57	4.....	15
5.....	58	5.....	15
6.....	63	6.....	16
7.....	91	7.....	19
8.....	110	8.....	20
9.....	112	9.....	23
10.....	141	10.....	25

Fig. 3 Third Semester; 100 w.p.m., 2 minutes

PENCIL WRITERS		MACHINE WRITERS	
Pupil	Errors	Pupil	Errors
1.....	4	1.....	0
2.....	8	2.....	0
3.....	12	3.....	0
4.....	28	4.....	0
5.....	30	5.....	0
6.....	31	6.....	0
7.....	33	7.....	1
8.....	38	8.....	4
9.....	43	9.....	7
10.....	64	10.....	10

*Pencil writers unable to keep up more than 2 minutes comfortably

Fig. 4 Fourth Semester; 120 w.p.m., 2 minutes*

PENCIL WRITERS		MACHINE WRITERS	
Pupil	Errors	Pupil	Errors
1.....	30	1.....	0
2.....	40	2.....	0
3.....	61	3.....	2
4.....	65	4.....	6
5.....	71	5.....	7
6.....	OUT*	6.....	8
7.....	OUT*	7.....	13
8.....	OUT	8.....	18
9.....	OUT	9.....	18
10.....	OUT	10.....	21

*Beyond correction

Background: Two years ago a high school teacher with ten years' experience teaching shorthand conducted a series of tests (results above) to determine whether Stenograph Machine Shorthand should be taught in his school. Twenty beginning shorthand students were chosen, given prognostic tests and listed in order of their aptitude. Odd-numbered students were placed in a pencil shorthand group, even in the Stenograph shorthand group. The complete study should be must reading for every interested teacher and administrator.

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THE SAGA OF GREGG SHORTHAND



John Robert Gregg: The Man and His Work

F. ADDINGTON SYMONDS

AUTHOR'S NOTE

THIS series of articles represents the fulfillment, at least in part, of a wish expressed by Dr. Gregg before he died that I should undertake the writing of his official biography. As one who can claim to have been, in a special sense, his protégé as well as a friend and employee of many years' standing, this has been for me a labor of love and of admiration for a man who stood, and still stands, high in the esteem not only of his adopted country but of the world.

The series makes no pretense of being a full biography (which, it is hoped, will come later), but is rather in the nature of a prefatory memorial—an outline of the early life and struggles, the ultimate triumph and world-wide fame of the author of Gregg Shorthand. An attempt has also been made to look, as

it were, into the mind of the inventor while he was working out his ideas to show how he built up his system, stage by stage, until it achieved the perfection at which he aimed and was given to the world as the greatest contribution to the art of shorthand to date.

In the preparation of this memorial, I have been especially indebted to Mrs. Alfred C. Howell (formerly Mrs. John Robert Gregg) for much valuable assistance and for permission to study and make use of various public and personal papers relating to Dr. Gregg's career in America. My thanks are due also to Dr. Robert Slaughter, head of the Gregg Publishing Division of McGraw-Hill Book Company, Inc., for information about the progress of Gregg Shorthand since its inventor's death in 1948 and its present standing in the world.

F. ADDINGTON SYMONDS

THE SAGA OF GREGG SHORTHAND

1. The Early Years in Great Britain

He is a blockhead—he is nothing but a genius.

—EMERSON

PROVIDENCE," said Schiller, "gives us Chance, and man must mold it to his own design."

The history of great men in all walks of life is the history of those who have recognized and seized their chances—some of them trivial and light as leaves upon the wind—turning them to such account as to benefit not only themselves but humanity as well. Often enough, even the greatest showed little promise in their youth—were, indeed, regarded as witless dunces.

John Robert Gregg was a typical example. Born on June 17, 1867, in the little Irish village of Rockcorry, County Monaghan, he was the youngest of the five children of George and Margaret (Courtney Johnston) Gregg. Of these five, his brother George and his sister Fanny were brilliant scholars, both taking first school prizes every year with what was, to him, monotonous regularity. He, on the other hand, was lucky if he managed to climb up from the bottom of the class, which he succeeded in doing twice, and then only to second and third place from the bottom.

His slow progress incensed his schoolmaster, who had

expected great things from him as the brother of two such clever children as George and Fanny. And he proceeded to take it out of John in the way some schoolmasters had in those days—by holding him up to ridicule and inflicting savage corporal punishment. Many were the canings meted out to him, most of them undeserved; but the crowning savagery was the boxing of the boy's ears with such force that his hearing was permanently damaged and he suffered considerable pain. No wonder his marks in school got worse and worse.

The effect of all this was to convince young Gregg that he was indeed a hopeless dunce, an impression heartily endorsed by all his family. He was treated with pity and contempt by almost everyone. When he was referred to, it was always as "poor John."

But there was one who did not share that view, an old Scottish friend of the family who was also the most respected man in Rockcorry. In his quiet way, he had watched and studied John and summed him up in a manner entirely contrary to that of the members of his family. One evening when he was on a visit to the Greggs' home, he spoke to the boy. Because of the injury to his ear, John failed to respond, whereupon his brother George said, "John's dull o' hearing." The old Scotsman's eyes twinkled and he shook his head. "Dull o' hearing, maybe," he retorted, "but no dull o' brain!"

He spoke the words in a voice loud enough for John to hear, and the boy never forgot that kindly compliment. Many years later he told how, from that moment, he began to feel that there was, after all, some hope for him. And not long afterwards, that hope was fulfilled in the most unexpected way when Providence, in its not unfamiliar guise of Chance, stepped into his life in the person of a gentleman named Annesley.

An old friend of John's father, Annesley dropped in almost casually one Sunday and accompanied the Gregg family to church. In so small a place, a stranger was always an object of curiosity; and when he began taking shorthand notes of the sermon, the congregation was agog

A NOTE ABOUT THE AUTHOR

F. ADDINGTON SYMONDS' association with John Robert Gregg dates back to the time when, as a youth, Mr. Symonds joined the Gregg organization in Liverpool. The two men were friends until the end of Dr. Gregg's life, and Mr. Symonds became a confidant in many of Dr. Gregg's business and personal matters. In 1933, Mr. Symonds left his post as publications editor of The Cape Times in Cape Town to become general editor of the Gregg Publishing Co., Ltd., London, in which position he continued until his resignation at the time of Dr. Gregg's death in 1948. Mr. Symonds is the author of textbooks, reference books, articles, and mystery novels.



John Robert Gregg as a five-year-old

with interest. The young parson was so visibly taken aback that he almost broke down, rushing from the church after the service and begging Mr. Annesley not to publish the sermon, as it had been "borrowed" from the works of a great preacher!

The incident made a great impression on Mr. Gregg senior, who promptly decided that all his children should immediately begin learning shorthand. Arrangements were made, and a repetition of their previous brilliant accomplishments was awaited with confidence—with, of course, the usual mental reservation about John.

Shorthand Turns the Tables

But that confidence turned out to be unwarranted. Although John's three brothers and his sister applied themselves to the study of the art, they made little or no progress and finally abandoned it altogether. In short, they registered their first failure.

John, of course, was forgotten. But frustration and ignominy had already begun to produce in him a kind of inverted logic. *They* had succeeded in everything but had failed in shorthand. He had failed in everything; therefore, why shouldn't he succeed in shorthand? Besides, the remembrance of what that shrewd and kindly old Scot had said gave him confidence. "I suddenly determined to stick to shorthand, even if it killed me," he confessed afterwards. "It was my last chance!"

When he made that momentous decision, he was not much more than ten years old. Yet even at that early age, bitter experience guided him in his choice of the particular system he would learn. His brothers and sister had been beaten by the Pitman method, and he wisely resolved not to risk similar disaster by attempting that system. Instead, he chose the Odell version of a system by Samuel Taylor, published in 1786—"because I saw that it was contained in a very small pamphlet."

From the outset, this system had a strong appeal for Gregg. Here was something he could really *do*, something in which he found the joy of achievement. And what added to his delight was the discovery that somehow he was also able to take up again and make rapid progress in many of the other subjects that, until then, had seemed

beyond his powers—a phenomenon that would not surprise a modern psychologist.

With astonishing speed, he mastered the Taylor system. Then, like the mouse that had tasted whiskey, he began metaphorically to "go in search of that cat"—in other words, to tackle the redoubtable Pitman. His appetite grew with what it fed on; he developed such a fascination for shorthand itself that he soon began to investigate various other systems. "Shorthand had me in its grip," he admitted. "I wanted to know all there was to know about it. I could not leave it alone." In him had been sown the seed of an insatiable enthusiasm that was, years later, to be transmitted through his own shorthand to countless others throughout the world—a missionary zeal to reveal that what had been regarded until then as the Cinderella of the office arts was not only a perfect instrument for its purpose but also a thing of beauty.

Meanwhile, he had left Ireland; in his own words, he "went to Scotland, taking his parents with him." They settled for a while in Glasgow, where he was attracted to a number of shorthand systems, notably the Sloan adaptation of the method invented by the Abbé Duployé, of France. At once he threw all his energies into mastering this and entered a speed examination at which, on his eighteenth birthday, he won a gold medal.

Then young Gregg—now a handsome youth with an alert, engaging manner—obtained employment as a clerk with a Glasgow lawyer. This convivial man was overfond of the bottle, which meant that he was frequently absent from his office. Thus, Gregg had plenty of time on his hands, and he soon put it to good use. Exploring the office, he discovered, stacked away on the bookshelves, piles of old American magazines, many of which contained articles on the American Civil War. Gregg became engrossed in them, making so close a study of the subject that it led eventually to his becoming something of an expert. Although he could hardly have guessed it at the time, there was an element of the prophetic about this, as if Fate were once again preparing the way—for in



George Gregg, father of John Robert Gregg

THE SAGA OF GREGG SHORTHAND (continued)

years to come he was to gain a first-hand knowledge of that great country and to play no small part in its affairs.

He turned now to other shorthand systems, among them the Pernin adaptation of Sloan-Duployan and a version of the original Duployé shorthand invented by Jean Martin, of Lyons. Then he explored the inventions of other foreign countries, among them those of Gabelsberger and Stolze in Germany. Here he found a new enthusiasm in the discovery of the cursive, as opposed to the geometric, basis of shorthand writing and, with it, the germ of an idea that was eventually to burgeon into his own invention.

Meanwhile, he was busy writing long and learned dissertations to shorthand inventors and experts in various parts of the world, discussing the art in all its ramifications, comparing and criticizing, making suggestions, and attracting the serious attention of other enthusiasts, some of them famous savants old enough to be his grandfather. They could not have guessed that he himself was a mere youth filling an inferior position in an obscure lawyer's office.

He was beginning now to think creatively as well as critically, to evolve his own idea of what the ideal shorthand system should be. It filled all his thoughts. He became obsessed with it, working morning, noon, and night at the self-imposed task of building up literally hundreds of alternative alphabets.

Malone Takes Credit for Early Version

Inevitably he came into contact with others in Glasgow who were similarly interested. Among them was a man named Malone, who was the local agent for Sloan-Duployan, ran his own school, and was already established as something of a shorthand expert. Some eighteen years older than Gregg, he, too, was toying with the idea of inventing a system along lines not unlike those already conceived by Gregg.

The two became very friendly. Malone gave Gregg a job as a teacher at his evening classes, and they spent much time together discussing their mutual hobby. It was perhaps natural that, as their friendship grew, Gregg should confide in the older man, seek his advice, even show him some of his own rough drafts.

Malone was obviously impressed. He discussed Gregg's projected new system at great length and finally offered to collaborate with him and even to publish it. He pointed out to the young enthusiast that he could not hope to do this himself, as he had neither money nor influence, whereas he, Malone, was already established in the shorthand world and had financial backing. Gregg agreed to the proposal. The result was the publication, in 1885, of a method called Script Phonography, based on the slope of longhand, with connected vowels on the Duployan plan, though with shading and position-writing; but Malone was listed as the sole author.

Referring to this many years later, Dr. Gregg said: "It was a crude, hurried production, but it had some elements of merit. I did not share in the rewards and was eventually cheated out of my rights. That was a real tragedy of my boyhood days and it embittered me for a long time. But looking back on it now, after the lapse of

so many years, I can see that it was a blessing in disguise. It impelled me to go on with the completion of my ideal."

Swallowing his disappointment, young Gregg went back to his task. Day after day, week after week, he kept doggedly on, working far into the night, evolving and testing out his "alphabet," as he modestly called it. And then, in the midst of his labors, came the news that his brother George, who had emigrated to New Zealand, had died there of tuberculosis, while his only sister, Fanny, in Glasgow, had also developed and was dying from the same disease.

The double shock was too much for him. Overcome with grief and filled with a disillusionment in which, to him, emptiness seemed to be at the heart of all things, he collected all his notes, wrapped them in a brown-paper parcel, and put them away.

An urge came over him now to break with and forget all his past life and his dreams. He gave up his job at the lawyer's office, collected his few belongings, and went to Liverpool.

*... One in whom persuasion and belief had
ripened into faith and faith become a passionate
intuition.*

—WORDSWORTH

ITS proudest citizens could hardly have called Liverpool an inspiring or even an attractive city in those days of the turbulent eighties. Certainly it was no place for a youth with dreams to sell—or even to give away. But to John Robert Gregg it spelled home, because one at least of his family lived near there—his older brother Samuel, who was a selftaught artist and architect. So the city became for John a sort of refuge.

For a time he was without interest or ambition, content merely to hide himself away and lick his wounds. But soon enough he was conscious again of what Hazlitt so aptly called "that feeling of eternity in youth which makes amends for everything," and the sense of power flowed in upon him again like a tide.

In Glasgow, by dint of much scraping and self-denial,



John Robert Gregg at the age of 20

he had contrived to save a little money from what he had earned at the lawyer's office and as teacher at Malone's evening classes; and with this small capital he presently set up a shorthand school of his own in a small room on the top floor of a city building. "There was no elevator in the building," he recalled many years afterwards, "and there were ten flights of stairs up to that room, so that when a man got up there finally, he was more than willing to sit down and let me talk to him! I found that to be a great advantage because I was a very nervous and diffident young man."

But behind that façade of diffidence was a driving energy, an overriding confidence that soon enabled him to build up a reputation as a conscientious and enthusiastic teacher. Young people began to come to his school despite its initial physical disadvantages, and as time went on his little business showed signs of prospering.

Second Look Revitalizes Hopes

Then one day he opened the brown-paper parcel containing his original notes and looked into them again. To his delighted surprise, he found that his dream system was already virtually complete. Testing it by copying out some speeches and newspaper articles, he realized that, even in that crude form and without using any abbreviations, it was "wonderfully easy to write and beautiful to look at."

He decided there and then to publish it. But, although he was by now making a living from his school, he had nothing left over; and publishing, even in the most modest form, cost money. He resolved to approach his brother Samuel for a loan, prefacing his appeal by a long, elaborate, and—he hoped—convincing description of the wonders of his new system.

Sam listened to it all in enigmatic silence. His attitude was kindly but critical. To his practical mind, John was obsessed; and the only way to get rid of that obsession was to let it run its natural course. He would, he said, lend John ten pounds, just enough to pay for the bare printing—and, of course, he would never see his money again.

And John had to be content with that. He hunted around, found a comparatively cheap printer, and contrived to get just 500 copies of his textbook produced. In form it was a mere pamphlet, 6 x 4 inches in size and consisting of only 28 pages. It made its appearance on May 28, 1888, under the proud title of "Light-Line Phonography." The price was one shilling.

Systems Intensely Competitive

Before Gregg lay a long, difficult, and at times heart-breaking struggle. He had entered the lists at one of the most critical periods of shorthand history in England—a period in which many new systems were making their appearance and clamoring, amid fierce competition, for public attention and favor. It was, moreover, a period when the system invented by Isaac Pitman was already supreme, having had a fifty-year start.

But Gregg was not dismayed. Although he had to struggle for bare existence, his faith in his invention was undaunted. "I always maintained its speed possibilities," he said when addressing the Silver Jubilee Convention of the Gregg Shorthand Association in Chicago in 1913,

SHORTHAND REFORM

"Name - to pass in progress and development."

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A PHONETIC HANDWRITING FOR THE MILLION.

ONE SLOP! ONE POSITION!! ONE THICKNESS!!!

SIXTY EIGHTY: CONSTRUCTIVE: GIVE WITHIN
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Prospectus and Specimens Free.

LIGHT-LINE PHONOGRAPHY INSTITUTE. 82, Dale Street, Liverpool.

W. GREGG & SON, PRINTERS, BELLEVUE, CHESHIRE. NO. 10, MARKET STREET, LIVERPOOL.

*Reproduction of the first advertisement (1888)
for "Light-Line Phonography"—i.e., Gregg Shorthand*

"and I predicted then the results that you have seen accomplished. I was acting on the old maxim, 'Never prophesy unless you know,' and—I knew!"

From the outset he was determined to probe those "speed possibilities." He concentrated on his very first student, a young man named Fred H. Spragg, teaching him from separate sheet lessons until Spragg achieved a speed of 200 words a minute. Another of his earliest students was a J. Carlisle McCleery, then an official in the customs office in Liverpool, who wrote newspaper articles in his spare time. McCleery reached a speed of 100 words a minute within a month of studying Light-Line and became very enthusiastic about it.

Gregg also tested his system personally, by attending public meetings and taking notes of political and other speeches. In this way, as he whimsically said, he taught himself his own shorthand and at the same time was able to discover if any weaknesses were inherent in it.

Those were great days in the life of the young shorthand inventor—days crowded with adventure and enterprise. But always he was dogged by the specter of poverty and failure. Oscar Wilde once wrote, "The one thing the public dislike is novelty"—and Gregg's shorthand was nothing if not novel, in the best sense of the word. It broke with tradition; it blazed new trails; its very originality threatened indeed to be its final condemnation. All too soon, despite his efforts, the time came when he

THE SAGA OF GREGG SHORTHAND (continued)

found that his slender resources were exhausted and disaster seemed inevitable.

Then he chanced on an article in a weekly periodical called *Tit-Bits*, in which it was stated that a Pitman writer named Watt had achieved a speed of 220 words a minute for 40 minutes in taking down the speech of counsel in a Scottish law court. Immediately Gregg was up in arms. This was manifestly absurd! No speaker could possibly keep up such a speed for so long a time at a stretch. The report must be challenged. And there was one man who could make that challenge to good effect—McCleery, his own former student and fellow-enthusiast, who was himself a journalist and, in fact, a regular contributor to *Tit-Bits*.

Gregg went to him at once, showed him the report, and begged him to write to the paper. To his dismay, McCleery shook his head.

"I should like to help you," he said, "but it is against the ethics of literary men to write letters to the papers to which they are contributors. It might prejudice me with the editor."

Gregg continued to argue and plead with McCleery so earnestly that he finally consented to write a letter to *Tit-Bits*. He used the pseudonym of "Whyte Tighe," which, he explained, bypassed the awkward predicament of journalistic ethics.

It was a letter remarkable for its uncompromising bluntness and ironic humor. After stating that he had checked up on Mr. Watts's own account of "his unparalleled feat" and found that the exact time was not actually recorded, McCleery continued:

I have no wish whatever to cast the shadow of a shade of suspicion on the accuracy of Mr. Watts' time-keeping. His feat stands unsurpassed in the chronicles of shorthand. I cannot, however, repress a gurgle of admiration for the lung and tongue power of the Scotch Counsel which enabled the said Counsel to give utterance to 220 words per minute for forty minutes. My mother-in-law in her most excited moments couldn't come within miles of it.

As an illustration of the Counsel's speed, I may state that Messrs. Pitman's letter to *Tit-Bits* consisted of 237 words. I read it aloud as quickly as I could and the reading occupied exactly seventy-two seconds, or at the rate of 197 words per minute. I could not possibly have continued reading at the same rate for a quarter of an hour. A counsel who could collect his thoughts and speak at the rate of 220 words per minute for forty minutes when I could only read at the rate of 197, must indeed be an oratorical express.

McCleery then detailed some of his own experiences in studying and practicing various systems of shorthand, including Pitman (in which, "after six months' study, I managed to reach the frightful speed of 60 words per minute"), and the letter concluded:

Now, in my green old age, I have actually started to study "Light-Line Phonography"—a system invented by Mr. John Robert Gregg, of Liverpool. After a month's study of "Light-Line" I was able to write 100 words per minute. Who knows but that some day or other I may even be able to report a Scotch Counsel!

The letter was published in *Tit-Bits* and started a heated correspondence on the relative merits of the two shorthand systems. And within a few days, Gregg was almost overwhelmed with an avalanche of inquiries about his own system from all parts of the country.

"I do not believe the system could possibly have survived if that hadn't happened," he afterwards confessed. "At any rate it enabled me to keep going during that trying summer."

From now on, Gregg was to prove the truth of Dr. Johnson's adage that genius is "the energy which collects, combines, amplifies and animates."

Quick to seize his opportunity, he concentrated first on the effects of the correspondence in *Tit-Bits*, which continued week by week. As it went on, public interest in the system developed, and the roll of students at the little top-floor school increased. Money began to trickle in, slowly but steadily, and was carefully husbanded until there was enough to launch a publicity campaign.

Pamphlets and Periodicals Fight the Battle

The highlight of this campaign was an elaborate pamphlet that was an example of modern advertising at a time when the art of publicity was in its infancy. Other auxiliaries in the campaign during that memorable period between the years 1888 and 1892 included the appearance of two monthly periodicals devoted exclusively to the system.

The first of these was the *Light-Line Magazine*, which was published and edited by an Exeter enthusiast named C. Ridsdale Blake. Perhaps the most intriguing feature of this new magazine was its recognition of the growing importance of women as shorthand-typists. In those days it was a rare thing for members of the fair sex to be employed in offices. The practice was, in fact, frowned on by men in general and by shocked fathers in particular. But Gregg had the prophetic insight to realize that this was someday to become the exception rather than the rule—that the time was rapidly approaching when young girls would enter actively into commercial life, especially in the role of shorthand-typists.

Despite its lively and provocative contents, the *Light-Line Magazine* had but a brief career, expiring before it was a year old. But hardly had its last issue appeared when Gregg himself launched a new monthly that he called *The Light-Liner*. It was a larger, more ambitious, and decidedly more artistic production with a touch of the professional journalist about it.

Those magazines formed, as it were, a sort of running commentary on other activities, all part of a well organized campaign to push the system and make it more widely known. That these activities aroused interest and even enthusiasm was obvious from the reactions of people who were attracted to the study of shorthand, and particularly those who came into personal contact with John Robert Gregg, whose electric personality seemed capable of winning even the most apathetic over to his side. Nor were these powers of persuasion confined to personal talk. By means of correspondence, he also made many converts.

The great crusade went on throughout those turbulent years. During that time, Gregg had gathered around him a number of loyal and enthusiastic supporters who lent their willing and cheerful aid; but by far the majority of the various schemes that were devised and put into operation originated with the young inventor himself, and on him rested the main burden of the fight. Yet, though

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The Future of Business Education Depends on YOU!

Each business teacher must carry out his professional responsibilities

MEARL R. GUTHRIE, Bowling Green (Ohio) State University

GENERALLY, when we try to decide on a course of action we should take in the future, we examine what has happened in the past. For instance, people who try to predict what is going to happen to the stock market in December are likely to do so on the basis of what has happened in 42 of the last 50 Decembers. Unfortunately, business education is still too young, and trends are changing too much, to make this method reliable. However, we can predict the future of business education by considering what has happened to other groups of people, other areas of education, and other professions.

The history of other groups indicates that the individual is extremely important. For example, many voters seem to believe that their single vote is not important. The pollsters tell us that the outcome of the 1948 Presidential election resulted from the belief of many individuals that the Re-

publicans were going to win anyway, so why should they vote? To shift to another area: If individual consumers would work for the good of all consumers, both individuals and the group would fare much better. Many items on the market are purchased strictly on an emotional rather than a rational basis. Two examples: (1) The cost of fashion is tremendous to individual consumers because they will not act as a group to deter frequent fashion changes; (2) The scarcity of new cars last year was due to the steel strike, but it was also due to individual consumers rushing to buy because they were afraid that cars would be hard to obtain. This action only tended to raise prices.

What would have happened if all eligible voters had voted in the 1948 election? If consumers had formed the habit of holding out against changes in fashion? If consumers had waited to buy new cars?

One more example of what the in-

dividual could do for the good of all: Most of us know that, in order to stabilize the dollar, we need to live within our individual incomes. Inflation could be stopped cold if individuals would not spend more than they make, if they would not ask for more wages than they earn, and if they would ensure that all areas of government operate on a cash basis, either by paying enough taxes, as individuals, to balance the various budgets or by requiring services from fewer government agencies.

The Professional Attitude

Each of us has a responsibility to the profession of business education. Many of us do not spend as much money supporting professional organizations as skilled workers spend in the form of union dues, and certainly we do not spend as much as lawyers and other professional people do for similar purposes. There are excep-

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WHILE shorthand students work with a tape recorder, typing students are given personal instruction.

Teaching Typing and Shorthand In the Same Room at the Same Time

How a small school used the multiple-class technique to enrich its curriculum

ARMANDO R. ATENCIO
Bennett (Colo.) High School

THE ROCKY MOUNTAIN Area Project for Small High Schools is now in its fourth year. This is a report on the results of teaching multiple classes under the auspices of the Project.

The Project began with the general objective of improving instruction in small high schools. It was sponsored by the Colorado State Department of Education and was jointly financed by the Ford Foundation and the local school districts involved. The Colorado State Department of Education had come to the conclusion that, because of the sparsity of

population in some parts of the state where consolidation of schools is not feasible, small high schools will continue to exist for a number of years and that the only remedy for the deficiencies of small schools is to improve instruction.

The Project started with five small high schools and now lists 23 schools as participants, with over 100 teachers and administrators involved. It began by focusing its attention on the teaching of multiple classes—that is, the teaching of two or more classes simultaneously in the same room by one teacher—and small group techniques. It is now involved in many additional aspects of the educational process; among other things, it makes

available to small schools the Harvey White physics films and the John Baxter chemistry films, and it experiments in such administrative problems as scheduling and financing.

The purpose of multiple classes is to enrich the curriculum offerings in small high schools. It is felt that, with proper utilization of a teacher's time, proper planning, and availability of teaching materials and equipment, a teacher can effectively handle two or more small classes simultaneously.

I have been a participant in the Area Project for the past three years. I am involved in the multiple-class phase. Classes taught on a multiple-class basis last year (1959-60) were Shorthand I—Typewriting I. The

shorthand class was made up of eleven students on the 11th and 12th grade levels; the typewriting class consisted of twelve sophomores. Typewriting I was a required course. The school's curriculum did not include shorthand, but the subject was taught as an elective course because of the demand for it. The original plan was to offer either shorthand or bookkeeping, depending on which was in greater demand. Students were instructed to sign for either of the courses, but not for both. It turned out that both courses were in demand — eleven students requested shorthand and thirteen asked for bookkeeping. The only way that both courses could be taught was to offer one as a multiple class with some other subject. With the encouragement of the administration, I decided to offer Shorthand I and Typewriting I as a multiple class. As far as the schedule was concerned, this combination worked out well.

Bennett High School is a small high school with about 65 students in the upper four grades. The commercial department consists of one fairly large room; approximately half of it is equipped with twenty typewriters, and the other half is used for conducting classes other than typing. Before last year, only one class was taught in the room at any one time. When I began to teach Shorthand I and Typewriting I simultaneously, one class faced north, the other west (see illustration).

The first semester, the typewriting class was instructed almost entirely by a tape recorder placed in a position where the typing students could easily listen to the instructions. (I recorded the lessons on tape after school hours.) We decided to use the tape recorder with the typewriting class the first semester because of the personal help the shorthand students required in order to learn shorthand theory.

During the first few weeks, with the typewriting class taking instructions from the tape recorder while I was conducting the shorthand class in the same room, there was—to no one's surprise—a great deal of confusion. It seemed that the students would not become accustomed to a situation in which the instructor's voice was coming from both sides of the room; however, after the novelty of the experiment wore off, the confusion disappeared almost completely

and each class concentrated on its own work.

Although the entire typing lesson was put on tape each day during nearly all of the first semester, I had an opportunity to give the typing students some personal assistance while the shorthand students were involved in reading, writing, or practicing shorthand characters as part of their drills.

The process of recording lessons on tape took approximately 1½ hours per lesson, including a 55-minute lesson plus time for preparation and for correcting errors made during the recording session. This time was not utilized entirely on the lesson being prepared, since there were intervals when the tape recorder was simply allowed to run (in order to give students time to type a drill exercise, for example). During such intervals, I graded papers or prepared for some other class. In using the tape in class the following day, I simply started the recorder, and from there on the students took instructions from the tape. At the end of the lesson, one of the students was instructed to stop the recorder, and the class continued on its own until the end of the period.

Second Semester Switch

During the second semester, the tape recorder was used exclusively with the shorthand class, and I instructed the typing class personally. By then, the shorthand class was working mainly with dictation, for which the tape recorder is, of course, highly suitable. At this time, however, a serious problem developed: The class had a difficult time listening closely to the dictation coming from the tape because (1) the typewriters were being operated simultaneously in the same room, and (2) at times I gave instructions to the typewriting class while the shorthand students were attempting to take dictation. We solved the problem by obtaining earphones, which the shorthand students used during the remainder of the school year.

The main problem I encountered in preparing taped presentations involved determining how much time to allow students to perform a certain assigned task, such as calculating correct words a minute, locating a particular page in a book, reading or copying a selection in the book, or transcribing words or complete letters. I attempted as soon as I could

to work out the length of time it took most of the students to perform a task and recorded future lessons accordingly.

The primary aim of shorthand instruction is to develop the ability to take office dictation with sufficient speed to insure getting it down and with sufficient accuracy to produce a mailable transcript. How does a class taught under multiple-class conditions measure up to this objective?

In this class, the importance of learning the theory of Gregg Shorthand was strongly emphasized all along. The students responded well and had a good understanding of the theory before the class went into dictation. Also, they did a thorough job of learning the brief forms and the word beginnings and endings. In addition, most of them learned, and applied in their writing, a list of 1,500 most commonly used phrases that I gave them.

At the end of the year, most of the students were taking dictation at 100 words a minute on 2-, 3-, and 5-minute takes and were transcribing the material with 95 per cent accuracy. The final examination first tested the students on the brief forms, a group of theory words, and a group of phrases; then four average-length (100-200 words) letters unfamiliar to the class were dictated at four different rates of speed—120, 100, 80, and 60 wam. The students were instructed to transcribe one of the four letters. Three students transcribed the letter dictated at 120, six students transcribed the one dictated at 100, and three students transcribed the one dictated at 80 (with fewer than five errors, in all cases).

On the basis of past performance and IQ ratings, the class was certainly a little above average. The IQ's ranged from 94 to 117, with an average of 107. The average grade for most of the students for the previous three years was a B. I found them co-operative and willing to learn.

I was fortunate enough to teach two typewriting classes last year—the one already discussed, in which the tape recorder was used in a multiple-class situation to present lessons during the entire first semester, and another, consisting of twenty students, which I taught by conventional methods.

I personally presented all lessons to the conventional class. Although

(Continued on page 31)

EDITOR'S NOTE: The author has taught at Indiana University, where he received his master's and doctor's degrees, and has lectured in business administration at the University of Pittsburgh.

LEARNING in the business world tends to be much less formal than in the classroom and in many respects occurs more by the process of trial and error. This being true, the student's transition into business can probably be made more quickly and easily if he is acquainted with certain job hints that have become evident to other beginning workers. The beginner's familiarity with these points will be of benefit not only to him but also to his employer, not to mention the nation.

This article seeks to present briefly a number of job hints that high school teachers can pass on to their students. Generally speaking, these are ideas that have been helpful to large numbers of other students, regardless of whether they became employed immediately after high school graduation or first acquired additional education.

What Employers Seek

Before a student actually seeks employment, he should become acquainted with the qualifications that most prospective employers seek in new employees, so that he can prepare himself accordingly. Five of the principal criteria are:

- Scholastic accomplishment in all courses. School grades usually have a high correlation with an individual's intelligence combined with his willingness to work hard.
- Participation and leadership in such extracurricular activities as student government, social organizations, school study clubs, athletics, or part-time employment.
- Effective oral and written use of the English language.
- Good personal habits and character.
- Pleasing personal appearance.

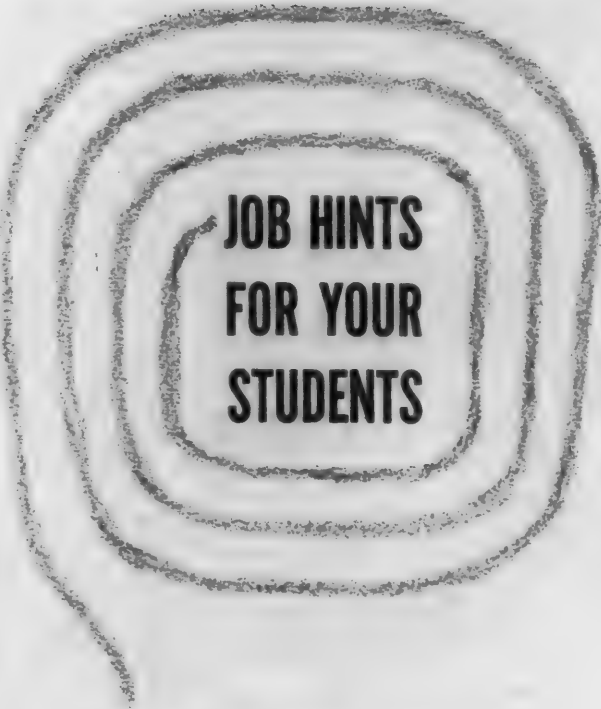
You and Your Work

Here are a number of practical job hints that will tend to make the transition into the business world more successful:

Before arriving at work each morning, outline briefly what you hope to accomplish during the day. As far as possible, try to hold to this plan. At the end of the day, review briefly what you have accomplished. Periodically, try to determine how you could have functioned more effectively during a given day. Don't be afraid to be critical of yourself—you will usually find that you are the best judge of your own work and that any general changes resulting from your self-criticism will usually be in your best interest in the long run.

Prepare and maintain brief lists of specific tasks that must be performed, together with the time when you plan to do the tasks. Tasks of particular urgency should, of course, be completed first. Next, it is usually desirable to tackle the tasks of peculiar difficulty or unpleasantness, so that you can free your mind of them and look forward to the most pleasant tasks. Whenever possible, leave minor matters until last.

Jot down important ideas and observations. This can be



JOB HINTS FOR YOUR STUDENTS

Here are some pointers
that beginning workers have found helpful

DAVID R. DILLEY

Senior Statistician

Office of Administrative Vice-President and Comptroller
United States Steel Corporation

done effectively by keeping a note pad with you at all times and recording items that may be of future value.

Set aside a small amount of time each day solely for thinking about broad aspects of your job. What are your major over-all problems? What changes could be made to solve these problems? How could these changes be brought about? How can you be of greater over-all service? In contemplating questions such as these, you will find that your "think time" will usually yield more beneficial results than an equal amount of time spent in almost any other activity.

When traveling to work, when calling on someone whom you may not be able to see immediately, or when you otherwise expect unproductive time, take along something to do. This procedure will enable you to turn out more and better work in the same number of hours actually spent on the job.

Recognize that in many organizations the necessity to work overtime often arises. In such cases, you will need to anticipate this and gear your thinking accordingly. Even so, you should strive to make the best possible use of your time during normal working hours so that the amount of overtime does not become unreasonable.

Try to complete successfully each assignment you are given, even though it may mean personal inconvenience or overtime work. There is nothing more wasteful both

to the individual and to the organization than a number of half-completed or nearly completed projects that are never finished because of failure to put forth the extra effort necessary.

Before making an important telephone or personal call, jot down briefly all the major points you wish to discuss. By referring to this list, you will be able to cover in a minimum amount of time the points you had in mind, without overlooking anything that needs to be mentioned.

Strive for conciseness and clarity in written and oral reports. The objective in doing this is to convey the maximum amount of significant information in the minimum time. Lack of ability in oral and written communications is frequently a serious problem with students entering business.

Be extremely careful to be accurate. The degree of accuracy in your work is directly related to the amount of confidence your supervisor will place in it.

Accept responsibility for errors that you have made. You will be regarded much more highly if you admit your errors and do something to prevent their recurrence rather than attempt to alibi them away.

Recognize that you will make mistakes on tasks you are performing and that these mistakes will frequently be called to your attention. Any resultant criticism should be taken without resentment and should serve as a guide to ways of improving your future performance.

Be honest in everything you do. If your employer can't trust you in situations involving relatively little responsibility, he certainly will not decide to move you into a job involving more responsibility.

Be a good listener—by paying attention to what is being said, by taking notes wherever practical, and by asking questions at appropriate times and thereby improving the communication process. Retain your notes of important conversations for future reference.

Strive constantly to increase the value of your services to your employer. Since employees generally are rewarded in proportion to the value of services they render, the easiest way to insure personal progress is to contribute services of greater value than those for which you are being paid. Your employer will find it to his advantage to pay you more as the value of your service increases.

Recognize that others will consider you as a representative of your firm and that your conduct away from the office should always reflect favorably on your employer.

Manage your personal finances wisely. A person is not likely to be considered for a high-level position that can affect the financial condition of the company if he has not demonstrated his effectiveness with his own finances.

Keep a systematic and orderly set of files. Nothing is more embarrassing than to be faced with a call for something in one's possession and not be able to locate it quickly. More important, it is also a source of annoyance to one's supervisor.

Be punctual. Even when habitual tardiness is offset by extra time spent at the end of the day or on weekends, it

creates an unfavorable impression that is frequently difficult to overcome.

Don't be a clock watcher. When quitting time arrives, don't be part of the avalanche that rushes out the door. This is not to say, however, that you should be the last one to leave every evening. A middle-of-the-road policy seems to be best.

Adhere closely to departmental rules on "coffee breaks." Even if the rules are rather liberal, there is really no reason to take a "break" every time someone else does or every time one is permitted.

Provide yourself with a sound formal education. If for some reason your education is curtailed before you have as much as you would like, you may wish to consider attending classes during the evening. The objective in education should be to develop further the ability to analyze and think and to broaden your perspective.

Take full advantage of any training courses your employer offers. The right attitude is not merely to have such courses recorded on your personnel record but to develop your abilities.

Refrain from profanity. Some young employees entering industry seem to have the idea that strong and frequent profanity is a necessary requisite to success. This is not true.

You and Other Individuals

Never overlook the fact that you are working for your boss. Your ultimate success will depend on giving him the quantity and quality of service he expects and in a manner that indicates your undivided loyalty.

Whatever your immediate supervisor wants done should take top priority. It is usually unwise to put other projects ahead of a specific assignment from your own supervisor; he will generally have good reasons for wanting it completed by the time requested.

When you make a mistake, be the first to inform your supervisor about it. Tell him what the error was, how it came about, and who and what will be affected. Although this takes courage, it is much better than to have him find out about it from another source.

Don't be afraid to ask your supervisor for help or guidance on something you don't understand. Before consulting him, however, always make an effort to solve the problem yourself.

Develop and cultivate the ability to get along well with other people. This is primarily a matter of treating others in the same way as you would like to be treated. Without this ability, your effectiveness in any organization will be relatively slight.

Try to be genuinely friendly and interested in everyone; both your life and theirs will be more pleasant as a result.

Be as helpful as you can to your co-workers whenever the opportunity arises. Not only is this approach in the best interests of the organization, but your co-workers will like you for it personally and will be all the more willing to help you later when you need it.

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TEACHING THE FUNDAMENTAL ELEMENTS OF BOOKKEEPING SECOND SERIES

J MARSHALL HANNA

10. How to Teach The Profit and Loss Statement

STUDENTS ARE TOLD early in their bookkeeping course that records are kept to provide information and that this information is supplied to the owner and others through financial statements. Financial statements thus give direction, meaning, and purpose to records.

This concept of the function and importance of financial statements is not always evident in our teaching. We frequently spend many class hours on developing and drilling the techniques and procedures for accumulating information into journals and ledgers but then rush through the presentation for summarizing the information in financial statements.

The importance of financial statements justifies their being taught thoroughly. A thorough presentation emphasizes not only form, important as it is, but also meaning; that is, what the financial statement tells the reader.

The following suggestions are presented as aids to teaching one financial statement, the profit and loss statement. They would apply in principle, however, to the teaching of all financial statements.

Statement Heading

Emphasize the importance of the statement heading. Students are inclined to minimize the importance of the heading on the financial statement. It is not unusual to

find many student-prepared financial statements correct in every detail except the heading. Teaching suggestions:

1. Identify the heading as a definite step in the preparation of the statement.

2. Point out that each statement heading always contains three parts—Whose, What, and When. A poster or bulletin board display can emphasize this by visualizing the "Three W's" in the headings of the trial balance, the balance sheet, the work sheet, and the profit and loss statement.

3. Use three-line statement headings, one line for each "W," to avoid omission of one of the parts.

Statement Titles

The three most widely used high school bookkeeping textbooks use the title "profit and loss statement" or some close variation. This is done because "profit and loss" best conveys the function of the statement to the beginning bookkeeping student. Other titles, such as statement of earnings, statement of income and expenses, statement of earnings and surplus, and operating statement, are commonly used in corporation reports. The student should be acquainted with these titles. The Committee on Terminology of the American Institute of Accountants says, "In recent years, there has been an increasing tendency to

substitute the term income statement for the term profit and loss statement and to regard these two terms as equally inclusive." Teaching suggestions:

1. Collect a number of corporation annual reports. Many large corporations will honor your request for a copy of their annual report. Another source would be officials of a bank or investment company in your community. They are usually glad to pass on to the school any annual reports that they are ready to discard. These reports can also be used effectively in connection with several other topics in bookkeeping.

2. Have a student examine several corporation reports, prepare a list of the various titles used, and then present his findings to the class for discussion.

3. Prepare a bulletin board display showing profit and loss statements that have various titles.

Statement Date

Students have a tendency to date the profit and loss statement as of a given date. This is consistent with the dating of the trial balance and the balance sheet. A special point must be made of the fact that the profit and loss statement covers a period of time and thus shows inclusive dates. Teaching suggestions:

1. Have your students turn to the Sales account in their ledger and determine over what period of time the sales were accumulated. Then ask if the sales figures as shown on the profit and loss statement represent the sales of a given date or the sales for a period of time. Follow this same procedure with one or more expense items. By this process the students will be made conscious that the statement shows totals that have been accumulated over a definite period of time and that the heading must show this period of time.

2. Point out the basic difference between the items and figures as shown on the balance sheet and those shown on the profit and loss statement.

Cost of Goods Sold

Teach the Cost of Goods Sold section as a series of steps. This section is the most difficult part of the profit and loss statement for students to understand and construct. Teaching suggestions:

Step 1. At first, supply the cost figure instead of having the students calculate it. Have students prepare a number of simple statements, giving them the total sales, cost of goods sold, and total expenses:

Sales	\$10,000
Cost of Goods Sold	6,000 (figure supplied)
Gross Profit	4,000
Expenses	3,000
Net Profit	1,000

Step 2. Have students determine cost of goods sold as a separate calculation (apart from the profit and loss statement) using descriptive terminology:

Cost of goods that . . .	
we had on hand at the beginning	\$15,000 (Beginning Inv.)
we purchased	20,000 (Purchases)
we could have sold	35,000 (Goods Avail. for Sale)
we did not sell	25,000 (Final Inv.)
we sold	10,000 (Cost of G.S.)

After students have completed two or three problems using descriptive titles, the conventional titles can be substituted.

Step 3. Show the cost of goods sold section as a separate schedule to the profit and loss statement:

Sales	\$50,000
Cost of Goods Sold (Sched. 1)	30,000
Gross Profit	20,000
Expenses:	

Schedule 1	
COST OF GOODS SOLD	
Beginning Inventory	\$40,000
Purchases	50,000
Cost of Goods Avail. for Sale	90,000
Final Inventory	60,000
Cost of Goods Sold	30,000

Step 4. Incorporate the Cost of Goods Sold section as a regular part of the statement.

Test Cost of Goods Sold Figure

By applying a simple inspection test, students can avoid reporting cost of goods sold figures that are unreasonable.

1. Determine whether the business had more or less goods at the end of the period than it had at the beginning (difference between the two inventories).

2. If more goods, the business must have sold less than it purchased. Thus, cost of goods sold figure will be smaller than the purchases figure.

3. If less goods, the business must have sold more than it purchased. Thus, the cost of goods sold figure will be larger than the purchases figure.

A cost of goods sold figure that is not consistent with these rules must be incorrect.

Illustration: Beginning Inventory, \$6,000; Final Inventory, \$4,000; Purchases, \$10,000. The business must have sold \$2,000 more goods than it purchased (\$6,000 - \$4,000), therefore the costs of goods sold would be \$2,000 more than the purchases.

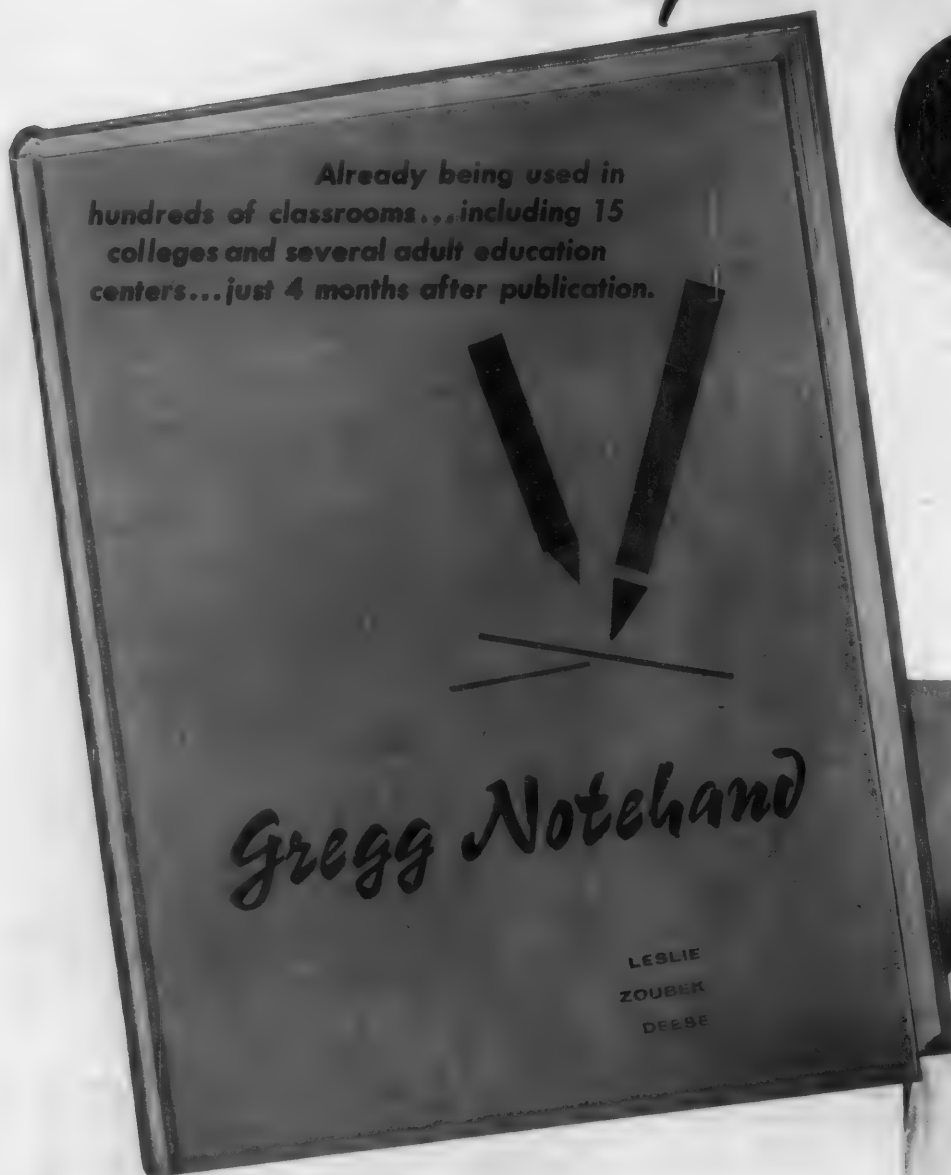
Visualize Concepts

Visualize concepts using simple illustrations. Symbols representing typewriters, automobiles, television sets, or similar items can be used to visualize the cost of goods sold calculation:

Beginning Inventory	+	Purchase	- Final Inventory = Cost of Goods sold
\$600		\$400	\$200 \$800

(Continued at bottom of page 30)

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Modern Planning In a Long Island High School

JOHN BROPHY
Plainview (N. Y.) High School



TYPING ROOM (above), one of two, is of the kind recommended for a school of this size (1600 students, grades 10-12). Each typing classroom is 960 sq. ft. in area, equipped with 30 typing stations, 10 wall and 12 floor electrical outlets. Wooden typing desks were selected because they absorb the noise of the typewriters and do not "creep." Each contains a metal height adjustment. The posture chairs are also adjustable. The room contains washing facilities. Desks of blond wood, yellow walls, and green chalkboards make a pleasing color scheme. **DISTRIBUTIVE EDUCATION (GENERAL) ROOM** (below) is one of two such rooms featuring multi-colored, one-unit general seating; brown steel teacher's desk, file, and chair; varied wall colors; and green chalkboards. These rooms have 32 feet of bulletin board and 22 feet of chalkboard. The area of each of these rooms is 960 sq. ft., with 35 student stations for homeroom (attendance) purposes, but class size is limited to 28. Since all retailing laboratory work is done in the school store nearby (see page 24), there is no necessity for a sales display unit in the classroom. **BOOKKEEPING ROOM** (above right) is 960 sq. ft. in area. Bookkeeping desks have a top area of 36 x 24 inches and the chairs are posture type. There are 30 bookkeeping stations, but the advanced bookkeeping classes are limited





to 24 students. In addition to the general classroom storage space, there is a department storage room (6 x 15 feet) off the bookkeeping room. Pictured equipment includes an accounting machine, a 10-key adding machine, and bookkeeping wall charts. Not pictured are chalkboard bookkeeping stencils and full-key adding machines. **OFFICE PRACTICE ROOM** (below) is 30 x 55 feet (1650 sq. ft.) in area. Thirty student stations are provided, but classes in office practice are limited to 24; the additional six stations are adding machine-calculator-voicewriter stations. The wooden modular desks may be arranged in office-style groupings. The pictured chairs are posture typing chairs on casters. Seven letter-size files for student and teacher materials are provided. A total of 40 wall and floor electrical outlets are available in this room, and there is a master power switch. Of the 24 student typing stations, 10 are electric and 14 manual. The bright green walls are augmented by the blond desks and multi-colored machines. This room has 5 voicewriters, 3 rotary calculators, 2 ten-key adding machines, 2 full-key adding machines, and 2 key-driven calculators, all for rotation use exclusively in office practice instruction. (All rooms shown on these two pages, as well as the secretarial practice room shown on the next page, are wired for closed-circuit TV.)



Plainview, Long Island, is a typical suburb of New York City. It has an exploding school population: there were 200 school children in 1950; this year there are 8,600. Plainview High School, opened last February, was designed for 1,600 students in grades 10-12. As part of Plainview's comprehensive high school plan, the business education wing includes two typing rooms, an office practice-secretarial practice-duplicating suite, a department office, and one general classroom.

(Continued on next page)

MODERN PLANNING (continued)

SECRETARIAL PRACTICE ROOM is 30 x 45 feet (1350 sq. ft.). There are 24 student stations, each with an all-steel, double-pedestal secretarial desk (brown steel with beige top) and an aluminum secretarial swivel chair (tan). Yellow walls, red electric typewriters, and multi-colored adding machines, manual typewriters, and transcribing machines carry out the color scheme. Ten stations are equipped with electric typewriters. There are 40 wall and floor outlets. In addition to regular classroom storage space, a department storage room is provided.



SCHOOL STORE is ideally located directly opposite the school's administration office and in the main auditorium lobby. The display window fronts on the corner of two main corridors. Store area is 630 square feet; counter length is 28 feet, with drawer storage the full length under the counter and beneath the pictured display cases. There is an additional walk-in storage closet. All retailing laboratory work is conducted here. The color theme is carried out in multi-colored displays enhanced by ten spotlights.



DEPARTMENT OFFICE is a vital facility for business education. The 300 square feet of area provide space for department activities. This room serves as an office for the department chairman, the work experience co-ordinator, and the central treasurer of student funds; in addition, it is used as a conference room and department work room. Green steel executive desks, green files, green electric typewriter, and blond conference table all contribute to the general color scheme of this multi-purpose room.

DUPLICATING ROOM adjoins the secretarial practice and office practice classrooms; glass walls permit supervision of activities from both of these rooms. The duplicating room is 360 square feet in area. It is equipped with an electric and a manual spirit duplicator, an electric stencil duplicator, and cutting and collating equipment. Also included are washing facilities and duplicating paper storage space. Twelve electric outlets are provided.



Rx

For Effective SHORTHAND Teaching

ROBERT L. GRUBBS, University of Pittsburgh



SECOND SEMESTER SHORTHAND is a fun semester. It's a happy, spirited time for you and for your students because it is during the unbounded second semester that the youngsters make their most dramatic gains in shorthand writing skills. Handwriting speeds inch steadily upward, shorthand vocabularies sprout, English skills flourish; it's a time of success. And, success begets success!

Teaching second semester shorthand won't be a vacation from teaching problems and coaching work, however. Accelerated writing speeds and expanded shorthand vocabularies don't just happen, they are engineered. The purpose of this article (and the one next month) is to help you with your engineering.

It's difficult to tell you when your second semester shorthand chores may begin and when they end. You'll open some of your drives to second semester goals in the first semester; more will be continued throughout the remainder of the shorthand training program. One of the things you will want to do as you anticipate second semester shorthand is to complete the work of freeing your students from dependence on their books during dictation.

5. Strategy for Second Semester Shorthand

New Matter Dictation

Virtually all of your dictation during the first semester should be taken from lessons practiced as part of the previous night's homework. With an open-book policy in effect during the first semester, your students have a key to your dictation right at their finger tips and they will not be forced to flounder or grope for any outline. This is very desirable.

Because of the enormous repetition of high frequency words in ordinary running dictation, however, your students will begin freeing themselves from dependence on their books about half way through the first semester for a considerable number of shorthand outlines. Variations in the rate of individual growth in shorthand power will cause some students to need their books for a longer period and for a greater number of outlines than others. Nevertheless, it is wise to start weaning your students from their books about midway through the first semester, or perhaps a little later.

Do it with sentences. Place the

words from the lesson your students have written as part of the previous night's homework on the board and conduct spirited spelling and pronouncing drills on them in concert, as you would ordinarily do. Then compose brief sentences employing these words and dictate them (as you compose) at very slow rates of speed.

The following sentences are specimens of the kind you might use when your class drill is on, let us say, Lesson 32 in the *Manual*. The italicized words appear in the word lists at the beginning of the lesson:

1. The *eastern* men met the *western* men.
2. They came to *terms* with our *attorney*.
3. I will *terminate* the sale in a *modern* way.
4. What *sort* of *portable* did you *purchase*?
5. The *reporter* checked the *quarterly* reports with the *merchant*.

When the students take these sentences from your dictation (repeat them several times at slightly higher

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FOR EFFECTIVE SHORTHAND TEACHING (continued)

rates), they are practicing the words of the lesson in a more normal way than if they would simply write them in word-list fashion several times. In addition, they get a brief, easy, and often humorous opportunity to begin developing the courage and self-dependence they will need to build speed and endurance in taking new matter dictation during the second and later semesters.

Begin limited new matter dictation during the last month of the first semester. The first lesson or two in the second semester text is an excellent source of material for such dictation because the letters are easy.

When introducing limited new matter dictation during the first semester, dictate short letters or dictate only the first 40 to 60 words of longer letters. Before dictation, place on the board as a preview practically every word in the take except the common phrases and brief forms. To preview less than extensively may cause your students to grope for outlines and develop habits of false starting. Keep your dictation rates slow at first, possibly 40 to 50 words a minute. Increase the rates with repetitions and as your students show readiness for rate challenges. Do not ask your students to read back from their notes; they are not yet ready for this activity. Another caution is important: do not spend too much time in limited new matter dictation. Five to ten minutes, three days a week should enable you to achieve your objectives during the closing weeks of the first semester. Remember that your purpose in giving limited new matter dictation is simply to help your students discover that they can take dictation without the aid of their books; building skill in writing new matter is an activity of the second semester.

Spelling Maintenance

Although research evidence on the point is meager, some shorthand students feel that learning shorthand does some damage to their spelling skills. You will probably feel that any damage was done long before shorthand training began, and you're probably right. In any case, spelling

maintenance is another second semester activity on which you will want to get a running start during the first semester. The authors of the *Manual* have helped you by designating words for spelling maintenance in each lesson. They are printed in red in the margins of each shorthand plate and, along with other information printed there, are called "marginal reminders."

Make lists by chapters of the words that are found in the red marginal notes. The following list, for example, is made up of the words found in Chapter V (Lessons 25 through 30) and show you that there are some real spelling demons encountered early in the work of beginning shorthand.

25	26
treasured	destroy
possession	urgently
surgical	positive
promptness	won't
association	intelligent
gesture	progressive
physical	resell
indulge	figured
recreation	speedily
choice	regain
adapted	piece
double	downtown
budget	millionaires
county	executives
mechanical	Oriental
27	28
electrical	season
millions	aware
feature	scholarship
disappointing	traits
interruptions	apparently
shortages	unique
expiration	Los Angeles
typical	flown
hereafter	pennies
anyone	bookstore
interior	essential
wiser	
electricians	
shipshape	
fees	
Philadelphia	
29	30
manual	Carnegie
patrons	fable
quality	hazards
tactful	declining
sincerity	necessity
desirability	vicious
destroyed	flabby
terrifying	prey
shadow	disease
integrity	heritage
article	enclosure

It won't take much of your time to make lists from the marginal notes in each of the ten chapters in the *Manual*. Some of the marginal notes are clues to shorthand phrases and possessives and I omit these from my lists. The words, however, are all used, including those proper names that may be names of towns.

You can probably think of several different ways in which to employ the spelling lists in an interesting and challenging way. Students like the following idea, for example:

Divide them into two teams. Just before they begin the reading of a new chapter, say Chapter V, have a spelling bee with the words (or some of the words) on your list from that chapter. Post the team scores on the bulletin board or chalkboard and emphasize that these are just half-time scores; neither team wins until the last half has been completed. During the days that your students are reading each of the lessons in Chapter V, alert them frequently to the importance of memorizing the spelling of the words in red in the margins of the book.

When you have completed the skill building and class drill on all the lessons in the chapter, finish your spelling game. Have the teams spell your list of words again. Post the new scores. The team showing the greater improvement wins.

It is also wise to select from each of your chapter lists those words you think your students may not be able to define. Short discussions of the meanings of these words will usually prove to be time well spent.

A team game may also be played in which the meaning of the words as well as their spelling is considered. Divide your class into two teams. Give each student one of the words chosen from your list. Instruct each to write a sentence in longhand in which the word is used correctly. After allowing 30 seconds for writing the sentence, have members of each team read their sentence and spell their word. Score one point for correct usage and a bonus point for correct spelling. No points are allowed if the word is used incorrectly.

in the sentence. Compute team scores and reward the winning team in any way you deem suitable.

Punctuation Preliminaries

Training toward the use of appropriate punctuation is another second semester activity that you will want to begin in the first semester. Have your students begin to copy punctuation marks into their homework notes when they appear in the *Manual* in Lesson 31. Explain that they should glance quickly to the margin to determine the reason for the punctuation mark they are encircling. When your students read in class, be sure to have them read the punctuation marks. I would refrain, however, from asking them to cite explanations for the marks unless an incorrect punctuation mark is read.

You may occasionally want to give a quick self-appraisal test on punctuation skill. Simply type a few sentences in which you omit punctuation, duplicate them, and have your students insert the punctuation. Let your students correct their own papers for immediate re-enforcement.

As you prepare for the work of your second semester, continue to emphasize these related tools of the stenographic trade. Keep the pressure on your students to continually expand their spelling vocabulary and their automatic responses to punctuation situations. Make it a gentle pressure, however. Remember that spelling and punctuation are just the side show; they must not become the main tent.

Tips to Beginners

1. *Explore the new.* Continue the cycle of emphasis, explore the new and build skill on the old, in the second semester. Assign both a reading lesson and a writing one. If you have employed some of the letters in the first lesson of *Gregg Dictation Simplified* in your limited new matter dictation work near the end of the first semester, have your students read Lesson 2 and read and write Lesson 1 for their first night's assignment. The next assignment will be: Read Lesson 3 and read and write Lesson

2. Continue the pattern of having your students read one lesson ahead of the lesson they are writing throughout the semester.

It will not be necessary for you to have both lessons read in class. A sampling from each will be sufficient. Each day, have a few students read portions from their exploration lesson (that is, the advanced lesson) and also listen to a sample of reading on the skill building lesson (that is, the lesson they have written). Of course, the reading from the exploration lesson must be done from the textbook; but always have your students read their written lesson from their own notes. Time the reading occasionally and report the reading rate to the students as recommended and explained last month.

The exploration plan demands a little more work from your students than a simultaneous plan (reading and writing of only one lesson) would require. The extra effort is worth while. It ensures that some reading will be done daily by your students. Under a simultaneous plan, they may simply write the required lesson, never bothering to read it first, or at all for that matter. A continuing emphasis on developing skill in reading shorthand meaningfully and rapidly is as important in advanced shorthand as it is in beginning shorthand. In addition, if writing practice is to be most effective, the lesson should be read before it is written. The exploration plan ensures that each lesson is read before it is written (although admittedly, the reading is done a day before the writing). This, however, is better than no reading at all. Furthermore, your students will have the opportunity to ask you about the occasional outline that may puzzle them in their reading assignment before they are required to write it.

2. *Keep two notebooks going.* Have your students maintain two shorthand notebooks; one to be used exclusively for homework practice and the other for taking dictation in class. Teach them to identify each page of the homework notebook at the bottom or the page rather than at the top. The

following information should appear on the last line of each page: date, lesson, and paragraphs written. For example:

February 27, Lesson 14,
Paragraphs 97-99

They should, of course, place the identifying number of each paragraph in the center of the line immediately above the line on which they will begin to copy the paragraph from their textbooks. With this identification system, your students can quickly turn to any lesson or paragraph you may want to hear them read from their notes.

Do not have your students remove the homework from their books to turn in to you each day. You will know whether they are doing their written work, and how carefully, by hearing them read the lesson from their own notes. If they keep their notebooks intact, you can occasionally ask them to read from a lesson prepared some days ago as a check on their ability to read from cold notes.

3. *Never write a careless outline.* Teach your students how to do their homework writing. They should read the lesson before writing it. The lesson should be copied twice, the first copy from the plate material and the second from their own notes. This practice will help them develop skill in reading their own shorthand. Insist that they copy the shorthand plates accurately. Try to get your students to accept as their homework motto, "Never write a careless outline."

4. *Spell, pronounce, and preview.* Your chalkboard is still your most important teaching aid; use it generously. The word lists at the beginning of each lesson in *Gregg Dictation Simplified* are cycled to review all the principles of Gregg shorthand systematically. Instead of assigning these word lists for practice at home, it is better to place on the board each day the word list appearing in the lesson that you will assign for reading. The concerted spelling and pronouncing drills will serve as a preview for the reading assignment.

(Continued on next page)



FOR EFFECTIVE SHORTHAND TEACHING (continued)

Use your chalkboard to preview and postview your new matter class dictation. When the purpose of your dictation is to help them reach new speed goals, preview liberally. When the purpose of your dictation is to help them perfect a method of attack upon unusual words they may never have written before, then postview. Use the chalkboard to demonstrate to your students how to write the "unknown" word by sound in the postview. Have them add it to a personal shorthand dictionary of new words that they might keep on the last few pages of their notebooks.

5. *Teach brief form derivatives.* Students may know their brief form outlines (there are 184 outlines for 227 English words), but derivatives cause trouble. And they are often words of high frequency.

You will find it helpful to begin to compile lists of derivatives for each of the 184 brief forms. The following list of derivatives for "work" was compiled by leafing through my *Webster's New Collegiate Dictionary*.

WORK

breastwork	workaday
co-worker	workbench
earthwork	workbox
fireworks	workday
framework	worked
fretwork	worker
groundwork	workfolk
guesswork	workhouse
headwork	working
homework	workingman
housework	workless
ironwork	workmanlike
latticework	workmanly
network	workmanship
openwork	workmaster
patchwork	workroom
schoolwork	workshop
stonework	worktable
teamwork	worktime
trestlework	workweek
work	workwoman
workable	unworkable
workability	unworked

It is not a complete list, but it does illustrate the great variety of derivatives you may find with very little effort. Begin now to compile such lists for each brief form. You won't want to incorporate all the derivatives you can find in the dictionary in your board drills; some of them

are not very frequently used. But, with such lists, you will have an excellent source of words from which you can quickly choose those you think merit drill.

6. *Use new matter.* Dictate new matter from the start. With the exception of the first letter in each lesson, none of the letters in *Gregg Dictation Simplified* should be used for dictation purposes. There are several excellent sources of easy new matter dictation that you may use in your class right from the start. These will be discussed in next month's article.

The first letter in each lesson is "answered" by a letter appearing in the *Teacher's Handbook for Gregg Dictation Simplified*. It is a good idea to dictate the answering letter, or a part of it, each day as the first of your new matter for the period. I think it is wise to dictate the first letter in the homework lesson as a

preview to the answering letter in your *Handbook*.

7. *Plan, and work your plan.* Prepare a daily plan with time guides for each of the activities in your shorthand period—and follow it. The plan below for a typical second semester class day may be helpful to you in preparing your guide to daily class action. Assume that the students have read Lesson 14 and written Lesson 13 in preparation for this period.

In next month's article we will, among other things, discuss three more "tips." Since monotony is the biggest deterrent to skill development in second semester shorthand, we will introduce several speed building plans, such as the easy-phrase letter, the one-minute plan, the stair-step plan, and spurt dictation. We will also discuss the importance of establishing goals and methods for frequent evaluation.

Sample Lesson Plan for Second Semester Shorthand

February 25, 19... , Fourth Period, 11:00-11:45

Pre-Class Student Activity: Concerted reading of Lesson 13
from homework notes

11:00

WARMUP

Dictate answer to paragraph 90, *Teacher's Handbook*, p. 39
to the words, "fine contribution." Rates: 60, 70, 80

11:08

CLASS DRILL

Board Drill: Spell and pronounce words from Lesson 14
Spell and pronounce words from Lesson 13

11:12

New Matter Dictation: Employ the stair-step plan*
Material: Dictation For Mailable Transcripts
pp. 31-32, Letters 76, 77, 78, 79

11:38

CLASS TEACHING

Board Drill: Spell and pronounce words from Lesson 15
Transcription word study

11:43

WARMOUT

Easy phrase letter for the chapter:
Paragraph 74, p. 72. Rate: Everyone gets it**

11:45

ASSIGNMENT: Read Lesson 15, read and write Lesson 14

*Will be discussed in next month's article.

**May be used each day while working on Chapter III.

THE RACE TO COLLEGE," an article originally published in *Time* and condensed in the October, 1960, issue of *Reader's Digest*, contains this significant statement: "English, especially English composition, is the key to college work. This is why the most important College Board exam today is the verbal aptitude test (scored from 200 to 800). Falling much below 500 is bad news."

I am a teacher, a salesman, and a writer of sorts. What small success I have had in these three pursuits I attribute to three English teachers, one in high school and two in college, whose classes I attended in Utah.

After teaching business subjects for 28 years at Mt. Diablo High School in Concord, California, I retired two years ago. But I didn't retire from teaching English, even though I am not an English teacher. I am now teaching marketing subjects by correspondence for the Extension Division of the University of California. In teaching these subjects, I find I am as much concerned with teaching English as with teaching business management, retailing, salesmanship, and advertising.

In these courses, I have a large number of inmates of the penal institutions in the state. About a month ago, I had a letter from a student at San Quentin who said, "Thank you for correcting my English. I had to get a dictionary to look up 'topic sentence.' I haven't studied it since my high school days."

Now, this is the spirit that pays dividends. This student learned what a topic sentence is, then used this device to introduce the answer to each of the questions in the assignment. As a result, the grades on his papers jumped from C's to A's—not just because he used topic sentences, of course, but because in so doing he wrote his answers more lucidly and took more care with them, not to mention the fact that he did more reading and research in order to arrive at better answers.

High Carry-Over Value

The correlation between good English and marked accomplishment in almost any field is extremely high. In my work at the University of California, I find that A students in English are almost invariably A students in marketing; students who are poor in English are poor in marketing.

This BUSINESS of teaching ENGLISH

The right kind of motivation
can accomplish wonders

GEORGE P. BARBER

Until the latter improve in their English, they don't improve their grades in the subjects I teach. Loose thinking in business management, for example, seems to accompany careless use of the language. This is a rule that has few exceptions. You can see why I concern myself so seriously with teaching English when I am not really an English teacher.

The teaching of English is under fire in the schools. There are some people, teachers among them, who would de-emphasize the teaching of literature. I am not one of them. To tell you why, I offer you a homely illustration of the usefulness of a knowledge of the better literature of the world:

I write a column on fishing for our local newspaper. At church on a recent Sunday, a former student of mine complimented me on the fishing yarns I write. She said, "I don't fish, but I just like the way you write your stories."

She was an A student in my class in business correspondence when I taught the subject at Mt. Diablo. I remember that we used to dress up our letters occasionally with succinct phrases from the Bible, Confucius, Shakespeare, Milton, or some of the modern writers. We were not even above borrowing a homely bit from Izaak Walton's *Compleat Angler*. I remember the time we participated in a contest conducted by BUSINESS EDUCATION WORLD. We were to write a business letter about a "furbearing" fish that had been found in Montana waters. One of my students took second place in this contest, several won cash prizes, and I walked off with the first prize for a letter written by an adult. (I hope you'll find my pride pardonable.)

Perhaps this former student who commented on my fishing stories was

referring to quotations from the masters in some of those stories. Not being interested in fishing for its own sake, she probably wouldn't have read the stories unless she saw some literary quality there, perhaps some facility with words or a touch of humor that made the stories interesting to a nonfishing woman reader.

I tell you all this in order to illustrate my thesis, which is: In this business of teaching English (and this includes business English), you have to use *motivation*—down-to-earth, realistic, hard-hitting motivation. When I taught business correspondence, I had a load of practical illustrations that I used to motivate the subject. For example, when we studied letters of application for a job, I might write on a poorly prepared, ungrammatical, messy-looking letter: "This letter would queer your chances of getting a job." Then in class I would find an opportunity to tell about the student of a year or two before who had applied for a job at Tidewater-Associated Oil Company or the Bank of America and who had lost out to another student who had written a superior letter. Another little story that usually carried an impact was the one about the former student I had met one summer in Susanville when I was on a selling trip. She had said to me, "I used to think the time we spent in class studying grammar was time wasted. I wanted to write business letters all the time. But I have learned since I started working in the office of a lumber company that you can't write an acceptable business letter unless you know your grammar."

If I were to live my life over again, I'd choose to be a teacher again and to teach business English again. I had a wonderful opportunity to contribute to the happiness, well-being, and success of my students. I was not a "pure" English teacher, so I do not know how English teachers regard their calling; but I suspect that they have an intense pride in it, a zest in teaching it, and an avid desire to see their students progress. At any rate, this was true of the English teachers I had.

English is not an easy subject to teach; however, my experience in teaching business English convinced me that if I could use motivation to make it live, I could teach it successfully.

he worked unceasingly day and night, his resourcefulness seemed inexhaustible, his courage and self-confidence arousing the unstinting admiration of all who came into close contact with him. Only they knew, as he did, how grim and relentless was the battle that went on behind that façade of gay and buoyant optimism.

Successes there were, of course—all of them heartening, many outstanding, some few even dramatic and resounding to the plain discomfiture of his rivals. But, all in all, they represented little more than the establishment of a beachhead. Before it could be consolidated, disaster overtook Gregg again.

A gray ghost from out of the past reared its ugly head in the early months of 1893—the bitter legacy of Gregg's schooldays, when his headmaster had given him that savage box on the ears. All his life since, he had suffered from the effects of it. But now the climax came—his hearing suddenly and completely collapsed.

Imagine the feelings of helplessness with which he was forced to contemplate the gradual but inevitable laying waste of all his efforts. His teaching and lecturing were at an end. He was cut off—plunged abruptly into a world of silence, isolation, and loneliness.

For six months this went on, while he watched the slow disintegration of all that he had so painstakingly built up. Bit by bit, his little store of capital dwindled away and it seemed that nothing could now prevent final failure and ruin.

Then, at the most critical hour, came another of those strange gestures of Providence.

A man named Rutherford, one of Gregg's earliest students who had since emigrated to America, wrote from Boston to say that he intended to teach Light-Line there

and at the same time to warn the young author that his copyright in that country was in danger. On the face of it, this seemed but another blow added to Gregg's misfortunes. Faced with imminent ruin in England, how was he to protect his invention in that far-off country, especially as it was necessary to be there personally for that purpose? Where was he to find the money even to pay his passage to Boston?

Gregg might have been forgiven if he had reacted with a shrug of helpless resignation, but he did nothing of the kind. To him, this was not a threat but a challenge. True, he could no longer carry on with his school. But its value and good will offered opportunities to others, if they had enterprise and money—money that he himself so desperately needed—and quickly.

He began to think it over. The more he thought, the clearer it became to him that, far from foreshadowing failure, this latest development from America was only another form of success, provided one looked at it in the right way. And, having convinced himself of the truth of that, he set out to convince others—of the potentialities of that shabby little school on the top floor at 62 Dale Street and of the great rewards awaiting whoever stepped into his shoes, rewards that would shortly be augmented by his own great success in America. Of this success he was in no doubt whatever.

Even with his great powers of persuasion, Gregg could raise only forty pounds for the sale. But it was enough to pay his passage to the United States; and in the summer of 1893 he sailed on what was to prove the most momentous journey of his whole career—a journey into a dream that was to become a reality.

(Next month: Triumph in America)

HOW TO TEACH THE PROFIT AND LOSS STATEMENT (continued from page 19)

Emphasize Interpretation

The six preceding steps have emphasized the mechanics of preparing the statement. Instruction should not stop at this point but should continue with an analysis of what the statement tells. Simple comparative statements covering the operations of a business over two or more fiscal periods can be constructed. Questions similar to the following can be asked:

1. Have profits increased or decreased?
2. What are some of the factors that may have caused this change?
3. What expense items have increased? What may be the reason for the increase?
4. If you were the owner of the business, what could you do to improve the operations of the business?

Advanced Projects

Students vary widely in their ability to grasp the fundamental concepts involved in analyzing financial statements. In every class, however, there will be some students capable of performing some of the following calculations based on the balance sheet and the profit and loss statement.

1. Current Ratio. Total current assets divided by total current liabilities.

2. Quick Assets Ratio. Total quick assets divided by total current liabilities.

3. Net Worth Ratio. Proprietorship divided by total liabilities.

4. Collection Ratio. Total accounts receivable divided by net sales times 365 days.

5. Ratio of Payables to Purchases. Total payables divided by total purchases times 365 days.

6. Merchandise Turnover. Cost of goods sold divided by average merchandise inventory at cost.

7. Earnings on Investment. Net profit divided by the owner's investment in the business.

The significance of these ratios can be presented through supplementary readings. This type of work can be very challenging to the able student.

The procedures used in teaching the financial statements should be as carefully planned as those of teaching any other phase of the bookkeeping cycle. The financial statement must be divided into definite but logical sections or divisions and each section emphasized. Procedures that are most easily understood are taught first and then the more complex procedures are presented. Emphasis should be not only on form but also on interpretation.

(This article concludes the series)

MULTIPLE CLASS

(Continued from page 15)

students were not hand-picked for either of these classes, I made an attempt to keep close watch on the progress made by both of them, in order to try to evaluate the effectiveness of multiple-class methods of teaching. The IQs and grades for the previous three years were located and compared for both classes. The class taught as part of a multiple class had an average IQ of 99, ranging from 91 to 114; the grade average for the class was a C+. The conventional class had an average IQ of 104, with scores ranging from 86 to 120; the average grade for this class was also C+. Students in this group were ninth-graders.

The comparative achievement of the two typing classes at the end of the year was:

- The multiple-class students typed an average of 42.1 cwam.
- The conventional-class students typed an average of 44.4 cwam.

These results are based on twenty 5-minute timed writings given to both classes on the same material from April 25 through May 20, 1960. Results on objective, oral, and written tests were very much the same. The difference in achievement was so small that I do not consider it significant.

It is my own feeling that, as a means of enriching the curriculum in small high schools, multiple classes are not only possible but also desirable. I feel that such classes can enrich the curriculum in small high schools in quality as well as quantity.

In my opinion, the tape recorder can be used very effectively in teaching typewriting and shorthand classes. It seems to me that the time spent in preparing tapes is more than repaid by the results achieved and the opportunity gained to offer students in small schools additional courses that they could not otherwise take.

In a democratic society where free education is provided for all youth, it is extremely important that students living in rural communities not be penalized in the quality of education they receive. Consequently, teachers in small schools should make every attempt to increase their schools' offerings. Multiple classes provide an opportunity to alleviate some of the problems of restricted curriculums.



SHORTHAND CORNER

RICHARD A. HOFFMANN

PLACER JOINT UNION HIGH SCHOOL, AUBURN, CALIF.

Last year I had an advanced shorthand student who wrote beautiful outlines. I kept many of her homework assignments and this year passed out one of her lessons to each of my beginning students. This way they could see that an actual student (whom some of them knew) had written those beautiful outlines. I feel this way of getting them to write well, showing them it can be done, is better than emphasizing the "professional" plate outlines.

HOMEWORK: I wasn't surprised; it only confirmed what I suspected. I passed a paper around the class the other day and asked each student to indicate how much time she had spent on homework the night before. I got answers ranging from five minutes to over two hours. (Of course, there were a few "none," and the always-present "I was absent and didn't know what to do.") Individual class recitations do reveal how much homework a student has done. I mark down a grade for homework and for class recitation. The class knows that these grades will be a factor in computing their final grades.

NOTEBOOKS: You do have your students date each page of their notebooks, don't you? Have you mentioned that it is easier to find pages if they are dated at the bottom instead of the top?

We supply notebooks to our students free. I ask my students to turn in the covers, on which they have written their names, inclusive dates, and the number. I think this simple checking device impresses on the student that these notebooks should be used only for shorthand and not for general note taking in other classes.

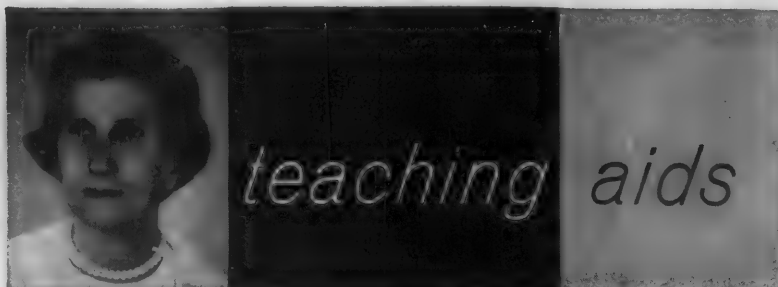
Will you have a new beginning shorthand class next month? If so, or even if you won't have a new class until September, you might want to try a device I use to help give the students an idea of what the class is going to be like. At the end of the first year of shorthand, I ask my students to write about shorthand (what it is, what the advantages and disadvantages of learning it are) and sign their names. I hand these papers out to my new class when I introduce them to some background and history of shorthand. Here are some typical comments:

You are better prepared to go out and get a job. It helps your vocabulary and English. You can try for awards. You can take notes in other classes. You have to be willing to learn to get a good grade. There is a lot of work. You have to be almost perfect. You work all the time in class.

I have found such remarks by former students very effective. Often the authors are known to the new class; it means more to them than if I were to stand and "preach" to them about the advantages of shorthand.

BELL RINGERS: One of my friends sent me this device: She has brief forms written on her window blinds, which can be raised and lowered. A student is assigned to "pull the blind," and the class reads aloud as the outlines appear (or the student can point to different outlines). If you do not have blinds, dream up something else, perhaps some heavy wrapping paper that can be rolled and unrolled could be used.

TODAY'S SECRETARY: Some time ago, one of my colleagues (a new teacher) was uncertain about how to use *Today's Secretary* in class. Having used it myself for years, I showed him how almost every article could be tied in with one of his classes. Now I see that there is a teacher's edition of *Today's Secretary* that includes a supplement with specific suggestions on possible classroom use of each part of the magazine. What more could we ask for? We are really lucky in business education to have so much teaching material and so many teaching aids available to us. I wonder if there is any other department in the school that can boast of so much material to help teachers do a better job in the classroom.



JANE F. WHITE CENTRAL WASHINGTON COLLEGE OF EDUCATION, ELLENSBURG

Mathematics. *Mathematics and Your Career* is a pamphlet that tells what mathematics training is required for employment in different occupations and is directed to high school and college students. It is one of the Occupational Outlook publications of the Bureau of Labor Statistics, Department of Labor, Washington 25, D. C.

Education crisis. *Education is Everybody's Business* is a 16mm sound film in animated color that presents the crisis in education today and in the years to come, showing the dramatic changes that have taken place in America's social and economic life since the turn of the century. It is available from Association Films, Inc., at any one of these addresses: Broad at Elm, Ridgefield, N.J.; 561 Hillgrove Avenue, La Grange, Ill.; 799 Stevenson Street, San Francisco, Calif.; 1108 Jackson Street, Dallas, Tex.

Teaching techniques. *How to Make Your Teaching Easier and More Effective*, by E. P. Harvey, contains 177 ideas, devices, and suggestions for reducing work load, saving time, and improving teaching. It can be used by any teacher, at any grade, for any subject. The book is available for \$2.95 from Teaching Aids Co., 1513 West 12 Street, Davenport, Iowa.

Economic newsletter. The Twentieth Century Fund publishes a *Newsletter* periodically that contains information on economic and social problems of our time. *Newsbriefs* is a clip sheet of interesting facts about our century. Both are free from the Fund, 41 East 70 Street, New York 21, N.Y.

Retailing filmstrip. A ten-minute cartoon filmstrip, *Retailing, a Choice Career*, provides an accurate picture of career opportunities in retailing. The color film uses a light touch and is aimed specifically at high school students. It can be used with both manual and automatic projection equipment. A 10-inch record carries the narration. It is available for \$35 a set from the Committee on Careers in Retailing, National Retail Merchants Association, 100 West 31 Street, New York 1, N.Y.

Typewriting interest. This series of 12 clever pictures of a dog at a typewriter makes a good bulletin board device. The various poses have captions such as "The Typist Should Be Completely Relaxed," "Teacher, My Margin Stops Won't Work," "Eyes on the Copy." A new one can be put on the bulletin board each week. The set of 12 is available for \$1.25 from William A. Richards, School of Business, Florida State University, Tallahassee, Florida.

Consumer film. A 30-minute, 16mm color sound film about Consumers Union and *Consumer Reports* is now available for rental or purchase. Rental is \$7.50 for one day, \$11.25 for two days, or \$15 for a week. Requests should be sent to Consumers Union Film Library, 267 West 25 Street, New York 1, N.Y.

Teaching careers. *Business Teaching as a Career* is a brochure designed for use with students interested in this field. It is published by Delta Pi Epsilon and may be ordered from the executive secretary, Ruth I. Anderson, Box 6402 N. T. Station, Denton, Texas, for 35 cents each (quantity discounts are available).

Fiber facts. *Man Made Fibers Fact Book* presents the history, methods, economics, and product uses of this industry. Single copies are available from the Public Relations Department, Man-Made Fiber Producers Association, Inc., 350 Fifth Avenue, New York 1, New York.

FUTURE DEPENDS ON YOU

(Continued from page 13)

tions among business educators, of course; but most of us could do more. Also, after a business educator has joined a professional organization, he should work hard for the realization of the goals of that organization—or, if he does not agree with the goals, he should attempt to modify them.

The conduct of each business educator is considered by others as a sample of the quality of our profession. Are you proud to be a business teacher? Do you encourage or discourage young people who consider entering the profession of business teaching? Do you support policies of your school administration once they are determined? Do you act with consideration in contacts with fellow teachers? Do you respect their confidence? Do you have pride in their achievements? Are you grateful for their assistance? Do you criticize with discretion and on the basis of issues rather than personalities? Business educators do not need to justify their existence. We should hold our heads high and say, "We are proud to teach typewriting." We should emphasize the positive aspects of business education. And we should remember that professionalism must be an individual endeavor, not an objective to be achieved by forcing people to join our organizations.

Criticism of Business Education

Many of our colleagues in other fields of education tend to jump on the various bandwagons. Schools are pressured for general education, for mathematics, for science, for foreign languages; and too many seem to feel that the time required for these additional courses should come from business education. We need to emphasize continually the great need for clerical workers and secretaries. The demand for business-trained people is increasing; and, actually, the more scientists and mathematicians we have, the greater is the need for clerical workers and secretaries. We need to inform others that business education is not a dumping ground—that we have our share of honor students. We need to refrain from complaining about our poor students and do the best we can to prepare them for their rightful places in the business world.

We must also discover ways to

teach more in less time. It is foolish and perhaps suicidal to fight for four semesters of shorthand, two years of typewriting, and two years of bookkeeping just because that's the way it was in the good old days. We must indicate in good faith that we are willing to progress with the times if we expect our field as a whole to progress.

Another thing that business educators would do well to remember is that "the squeaking door gets the oil." If we need new equipment for our classrooms, the thing to do is ask for it and present all available arguments as to why we need it. Criticism as such is healthy for any profession; but, unless we counteract the criticism with positive action, we may end up with fewer courses and fewer students in business education.

Business teachers should take the responsibility of educating teachers in other subject areas, as well as the public, to an awareness that there is more to business education than the skills of shorthand, typewriting, and bookkeeping. Business education is concerned first with the over-all improvement of men and women and then with preparing them for jobs in the business world.

We have just scratched the surface of the whole area of economic concepts. Each of our business education subjects has much to contribute to the economic understanding of the student. Business educators can do a thorough job in improving economic understanding through courses in introduction to business, general business, and consumer education. In fact, every course in our field can contribute to some important aspect of this goal. For example:

- In the bookkeeping course, we can study Social Security and income tax.
- In the typewriting course, we can emphasize doing a day's work for a day's pay.
- In the shorthand course, we can encourage students to explore the concept of competition by competing among themselves for speed, knowledge of theory, and grades.
- In business mathematics, we can emphasize education for the understanding of the cost of credit and the application of mathematics to the everyday life of the consumer.
- In all our courses, we can teach the fundamentals of success. The basic fundamental of success is work.

(Continued on next page)



Just between us
H. G.

HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

Kevin Cooley and the Teaching Machines:

Sometimes the juxtaposition of things that ordinarily might have nothing in common brings about a whole new insight in regard to the objects juxtaposed. Take, for instance, the stock example from psychology called "marriage by propinquity." You remember: Boy meets girl, finally marries girl—not because she is the one in a million for him, but just because she happens to live next door or to be in his grade in school. Or there's the woman who dashes through the department store's first floor with no intention of buying a hat until she runs right into the Hat Bar that has been placed near the main door where she can't possibly miss it!

Well, the juxtaposition of an article on "Teaching Machines" and a delightful story about "The Capture of Kevin Cooley" (age four) in the September 24 issue of the *Saturday Evening Post* set me thinking about many implications concerning students, teaching, and teaching machines.

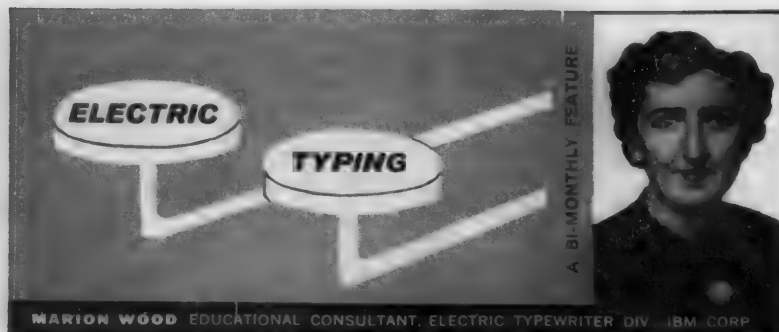
Kevin Cooley was wanted by Patrolman Jim Wimsett on several counts. First of all, he was reported lost. Secondly, Kevin Cooley was cutting a one-man (four-year-old man) swath of wanton destruction through Patrolman Wimsett's district. Alarming and amazing devastation was being wreaked because Kevin Cooley had been placed in juxtaposition with a length of quarter-inch hemp rope, a beyond-his-years skill in tying bowline knots with same, and an assortment of ready-at-hand-for-being-lassoed-and-tied objects. The things that boy lassoed!

"What did he use? A bulldozer?" Patrolman Wimsett asked, viewing the scene of the first crime reported—an uprooted bed of chrysanthemums. Flowerpots, street signs, petunias, rosebushes, a dog and cat and an entangling fireplug, a tiny foreign car's bumper and that of a large pearl-gray sedan (unbeknownst to the owners, of course)—all were targets for his roping and tying. "Why would he do a thing like that?" cried each woman who reported an instance of the destruction. "And him little more than a baby!" "I don't know, ma'am," Patrolman Wimsett prevaricated in each case—but, of course, he did. For he explained it later to Kevin's mother, who, having been a Girl Scout, had taught Kevin to tie bowlines with that lovely piece of rope that had come "all the way from Sumatra"—but who saw no connection between that and his destruction. Surely the child was filled with horrible repressions!

But Patrolman Wimsett assured her differently. "Give a boy a rope and teach him to tie a bowline, and he has to rope things and tie bowlines. Things, to him, are not things to have; they are things to rope and tie. That's the way it is with boys, ma'am. Give a boy a saw and he'll saw things; give him a wrench, and he'll take things apart. To a boy a thing is not something to have, but to use—to do something with."

With Patrolman Wimsett's observation in mind, think for a moment about teaching machines. Not the extremely complicated ones, but the simple ones that require a student to read a question, then push a button, pull a lever, or even just make a mark with his pencil to select an answer. (With Kevin in mind, I'm all for the buttons or levers as against pencils.) Isn't there a very real motivation for learning in the fact that to a student a teaching machine is likely to be *something to use—to do something with?*

Even leaving the machines out of it, perhaps Kevin Cooley has an important implication for teachers. How often in our classes do we create situations in which *students* and *things to use in learning* are placed in almost irresistible juxtaposition for the learning to take place?



The First Hour in an Adult Course

Do you have adults in your electric typewriting class, adults who have typed for many years on a manual typewriter? If so, you will realize the importance of helping them to relax in those first few minutes of typing. Left to their own devices, they usually try to increase their typing speed too soon. In their zeal to keep up with this faster writing instrument, they tend to compete with the electric motor rather than take advantage of it. Advise them to type slower than their normal speed. This allows them to concentrate on stroking the key button at its center, and it encourages relaxation.

If they start with the usual rhythm drill (a;sldkfjghfjcdksla; etc.), typing slowly at first and gradually increasing their speed, it takes only minutes to sense the ease of quick key release. Telling them to point to the keys seems to accomplish miracles in lowering the finger action. They do not straighten the finger, but the thought, "I must point to the keys," seems to build fluency and speed very quickly. One teacher uses the instruction, "brush the keys."

Type drills composed of high frequency words with emphasis on the space bar stroke to develop relaxed finger stroking. If there is excessive hand motion, suggest that the operator type several lines with pennies on the wrists. Both these drills will eliminate the extra letter that sometimes appears when a manual operator first types on an electric.

Posture should be checked. The forearms should be at about the same slope as the keyboard. Palms of the hands should be parallel to the slope. Keep the center of the body in line with the j or k key. More inaccuracy seems to be caused by having the typewriter too high than by having it too low.

Caution against anchoring on the guide keys. It is better typing technique to acquire position reassurance by merely grazing the finger over the guide keys in that instant when the carriage is returning to the left margin.

Urge operators to emphasize the second letter, not the first, in typing the double letters in these sentences:

By error, the supplies were distributed at the school.

A meeting will be held next week to assist all those on our committees.

Many in the village suffered because they did not accept our arrangements.

Adults like the change in the location of the special keys, but some may still want to shift for the apostrophe. Let them type a line of *can't*. Writing their own names with the apostrophe s for a line or two is another drill they enjoy. They are always interested in the reasons for the changed location of these keys. Besides operator convenience, there is a mechanical advantage. Each type bar strikes the paper with the proper amount of force for the size of the characters it carries. If we match small characters with small characters, it is easier to maintain even density of ink on each character and produce better copy.

Provide the adult with an opportunity to practice quick release of the tab key. He has been accustomed to holding service keys. Let him type short phrases in columns across the page. He will enjoy watching his output increase in 30-second timings.

Discourage manual manipulation of the carriage. Carriage movements and most of the service mechanisms are controlled from the keyboard. Time and energy are saved by eliminating hand movements. Engineers have labored to design features that will enable electricity to do most of the work. Operators should take advantage of these features.

As someone has said, the only known place where success comes before work is in the dictionary. In regard to the employer-employee relationship, we can teach the attitude, "The more you give the more you get." Business education has a real task in combating the attitude of getting something for nothing.

Business education teachers must know the latest business practices if business education is to grow and prosper. Attending conventions and summer sessions and reading professional periodicals will help; but these activities are not enough. Each teacher must be acquainted with the business practices of his community. He must be certain that his classroom procedures emulate local business practices as closely as possible.

For instance, most businesses today, even small businesses, have some form of adding machine for use in adding long columns of figures. Any school can afford at least a used, hand-operated adding machine for the use of the bookkeeping students. It is ridiculous to ask students to add the long columns of figures in a trial balance when they will never do so in the business world.

On the other hand, a business teacher who goes off on a tangent because of a misconception may delay progress as much as the teacher who refuses to accept and use new business practices. Just a few examples we might consider are: the electric typewriter as a replacement for the manual, the adjustable desk in the typing room, and overemphasis on the voicewriting machine.

Many schools lag behind business in the number of electric typewriters they use, but some schools are pushing for electric typewriters exclusively, on the assumption that business buys mostly electrics. Although electrics have certainly had an impact on business, a recent study by business educators in a large industrial city in Ohio disclosed that only 25 per cent of the typewriters purchased by business were electric. In some areas of the country there are few if any electric machines, and the major emphasis in these areas should be on standard machines.

How many adjustable typing desks have you seen in business offices? For all practical purposes, we can say that business education graduates will never type on an adjustable desk once they leave the classroom. Al-

most every graduate will have an adjustable stenographer's chair, however. It will be necessary for her to adjust this to a fixed-height desk (one that is anywhere from 26 to 30 inches high). With a 27- or 28-inch desk and an adjustable chair, it is possible for 90 per cent of typists to attain the correct typing posture. Business did not come up with the idea of an adjustable desk. Some business educators and equipment manufacturers originated it and sold it to the business education field; but they have not been able to sell it to business. When one of our graduates goes into business and asks her employer for an adjustable desk so that she can get the typewriter at precisely 28 or 29 inches, the employer undoubtedly wonders what is happening to business education in the schools.

Are voicewriting machines replacing stenographers and secretaries in your community? It is true that more voicewriting machines are sold each year; but business is growing and the demand for stenographers and secretaries with a knowledge of shorthand is also increasing. A great many businesses do not use voicewriting machines—for reasons some of which, admittedly, may not be too sound. In many cases, secretaries with shorthand ability are paid more than the girls who transcribe from voicewriting machines.

Each business educator must keep up to date on the happenings in business in his community. Any variation from local practices opens the door to criticism of business education and hampers its progress.

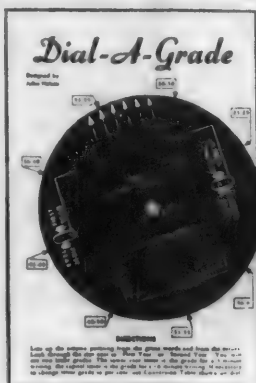
To sum up: The future of business education depends on you. You and your colleagues in business education are the masters of the destiny of business education in your local community. Your participation in state and national organizations helps determine the destiny of business education at these levels. If every business teacher would practice professionalism in its highest sense, would concentrate on doing more in less time, would help counteract criticisms of business education, would help convince others that business education is more than a skill, and would do his utmost to keep up to date on business practices, the field of business education would gain stature and grow vigorously at all levels.



INTERVAL TIMER



CLASS RECORD BOOK FOR TYPING TEACHERS



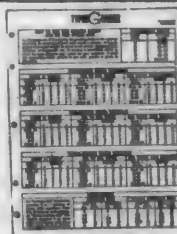
DIAL-A-GRADE



STOP WATCH



DIAL-A-RANGEMENT



TYPINGRADER

INTERVAL TIMER. Loud bell. Will time any period from 1 minute to 60 minutes. Clear, easy-to-read numerals. List, \$12.00; school price, \$9.95.

CLASS RECORD BOOK FOR TYPING TEACHERS. Already used in over 1,000 schools. Besides the usual rulings for daily work, summaries, and seating charts, it also has special rulings for timed writings, rapid grading scale for timed writings, hints on improved typing instruction, and hints on speed development. Wire-O binding makes it easy to turn the pages. Price, \$1.50.

DIAL-A-GRADE. Grades timed writings. Automatically "computes" a fair grade in seconds, combining such factors as speed, errors, and length of instruction. Both the number and letter grading systems may be used. Price, \$1.

STOP-WATCH. Ideal for shorthand (and typing) teachers. Electronically timed, 7-jewel, push-button operation, sweep-second hand, 30-minute register. A \$21.00 value, but special purchase enables us to sell it at \$14.95.

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TYPINGRADER. Based on national averages. Enables you to grade the following easily and systematically: letters; paragraphs; 1-, 2-, and 3-minute timings; tabulations; budgets or work units. Printed on dirt- and moisture-resistant cardboard. Price, \$1.00.

TYPEWRITER MYSTERY. Outstanding typing motivation device. New volume (No. 4) contains Mystery Games which are suitable for many occasions. Price \$1. (Limited number of sets of Vols. 1, 2, and 3 available at \$1.50 per set.)



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Name

School

City & State

Total

Professional

Report

NEWS SPOTLIGHT

Commercial high school

... and office building combination is being studied by the New York City Board of Education. The proposed structure would be 41 stories high, with the school occupying the first eight floors. There would be separate entrances and no casual mingling between students and office workers. However, the president of the Board, Charles H. Silver, noted that it was "very appropriate" for a high school devoted to business education to be situated in a building also used for business purposes. "This would greatly facilitate the school's co-operative education programs," he said. The construction of the building would be paid for jointly by the city and private interests. The income derived by the city from the commercial part of the building, school officials expect, would more than offset the cost of the school.

More men

... than women are teaching in public junior and senior high schools for the first time in modern educational history, according to a report by the U. S. Office of Education. In 1958-59 there were 253,376 men teachers and 232,193 women teachers. All previous surveys by the Office (conducted about once every ten years since 1890) have shown a predominance of women teachers. The total number of teachers and students set records in the latest report. There were 485,569 high school teachers in 1958-59, compared with 332,106 in 1951-52. Students totaled 11,044,119 in 1958-59, compared with 7,600,000 in 1951-52.

The Title Binge

... is the headline of an article in the December issue of Modern Office Procedures that discusses the current trend of giving everyone impressive titles (sometimes in lieu of a pay increase). The title fever is not confined to executives and salesmen, however. "The general rise in status of office workers is another reason for the title derby," the article notes. The vice-president of a large midwestern company is quoted as saying, "The highly skilled office workers aren't satisfied any more with titles like 'clerk' or 'machine operator.' That's why you hear such windy ones as 'transcription specialist' for a pool typist, 'administrative assistant' for a secretary, 'data processing technician' for a key punch operator."

The Italian Government

... has started a television program to teach reading and writing to adults. There are about 2 million illiterates out of an adult population of 33 million Italians.

PEOPLE

• Henry M. Collins has been appointed director of business education and administration at Whitewater (Wis.) State College. He has been on the staff of the school since



HENRY M. COLLINS

1940 and is a past president of the Wisconsin Business Education Association. He is a member of NBTA, Delta Pi Epsilon, and Pi Omega Pi.

• Everett L. Groover has been appointed supervisor of distributive, business, and co-operative education in Duval county, Florida. He formerly served as co-ordinator of guidance for Duval county and for five years was chairman of the business education department at Andrew Jackson High School, Jacksonville.

• Robert Sturge, chairman of the business education department of North High School, Syracuse, New York, was named Business Teacher of the Year by the Syracuse chapter of the National Office Management Association.

• Bernard Wiltse Barnett, a teacher at King's Business College, Charlotte, N.C., for fifty years before his retirement in 1957, died recently at the age of eighty-six. He began his teaching career in 1905 at King's Business College in Raleigh, moving

to Charlotte a year later. In 1954 he was presented with a special citation of merit and appreciation for his pioneer work in shorthand teaching by the Gregg Publishing Division.

• Margaret Strasburg has been appointed supervisor of business education in Milwaukee, Wisconsin. She



MARGARET STRASBURG

has been teacher and guidance counselor at Custer and Riverside high schools in Milwaukee.

• Honora M. Noyes, College of Commerce, West Virginia University, has received her Ed.D. degree from the University of Maryland. Her thesis, written under the direction of Kenneth O. Havet is entitled "The Role of the Executive Secretary as a Member of Management."

Prior to joining the West Virginia University faculty in 1957, Doctor Noyes taught for three years at the



HONORA M. NOYES

University of Maryland. Her previous teaching had been in Pennsylvania colleges.

Doctor Noyes is a member of EBTA, the Tri-State BEA, and Delta Pi Epsilon.

• Anna S. Bennett has been named director of the School of Secretarial Administration, Armstrong College, Berkeley, California. She replaces Louise Dunkel, who has re-

(Continued on Col. 3, next page)

Why They Are Switching To FORKNER ALPHABET SHORTHAND

Tremendous pressure is on educators to improve our schools by providing more time for general and scientific studies and at the same time to strengthen vocational preparation.

To meet these pressures, thoughtful educators are seeking ways to achieve results in business courses in less time without lowering standards. Those who have switched to FORKNER ALPHABET SHORTHAND have discovered these advantages:

- Vocational competence can be achieved in ONE semester of day or evening classes by the most able students. Two semesters only are needed for the average student.
- Teachers find it easy to switch because they can learn all of the principles of the system by learning to write just EIGHT sentences. Summer or methods courses are unnecessary.
- Graduates have met vocational standards in business, industry, and civil service during the past eight years.
- Dropouts and failures are greatly reduced.

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Maintenance costs sharply reduced through unsurpassed construction and styling! The grace and beauty of natural wood in durable classroom furniture—crafted to withstand severest punishment.



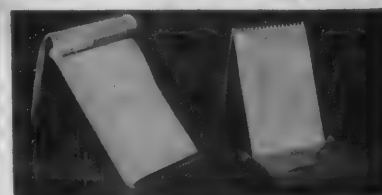
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CLEAR-VIEW COPYBOOK HOLDER holds all sizes and types of top-bound books

- ✓ Relieves eye strain, tension; promotes accuracy, speed
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- ✓ Will not "walk" off desk
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- ✓ Smooth surfaces provide easy cleaning and harmonious appearance
- ✓ Constructed of long-lasting, reinforced high-impact polystyrene plastic

PRICES

1-11 Copybook Holders	\$2.00 each
12-48 Copybook Holders	1.75 each
49-96 Copybook Holders	1.60 each
97 and more	1.50 each

Prices F.O.B. San Diego, California

CLEAR-VIEW COMPANY

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ALEXANDER L. SHEFF, executive director of the Speedwriting Company, was presented the 1960 Distinguished Service Award of the National Association and Council of Business Schools. Shown here, at the NACBS annual meeting, are (l to r): Irving W. Stevens, Stevens-Menager College, Salt Lake City, chairman of the awards committee; Dr. Sheff; and Robert W. Sneden, Dav-
enport Institute, Grand Rapids, Michigan, NACBS president.



tired after forty-one years with the school.

• Ray W. Heley has been appointed Nevada State Supervisor of Business Education. He has taught distributive education at Idaho Falls (Idaho) High School, Midvale (Idaho) High School, and East High School, Des Moines, Iowa. He is a member of Phi Delta Kappa. Mr. Heley will supervise both distributive and business education in Nevada.

GROUPS

• The Business Education Division of the Central Ohio Teachers Association elected Helen Beery, Liberty Union High School, Baltimore, chairman; Adaline Jones, Capital University, Columbus, vice-chairman; and Grace Dressbach, Circleville High School, secretary.

• The new officers of the Texas Business Education Association are: Robert Sparks, Lamar Junior High School, Austin, president; Loyce Adams, Sam Houston State Teachers College, Huntsville, vice-president; Mittie Coston, Amarillo High School, treasurer; and Marjorie Keaton, Texas Christian University, reporter.

• The Wyoming Business Education Association elected Elsie Michalke, Natrona County High School, Casper, president; Betty Jording, Wheatland High School, vice-president; and James Zancanella, University High School, Laramie, secretary-treasurer.

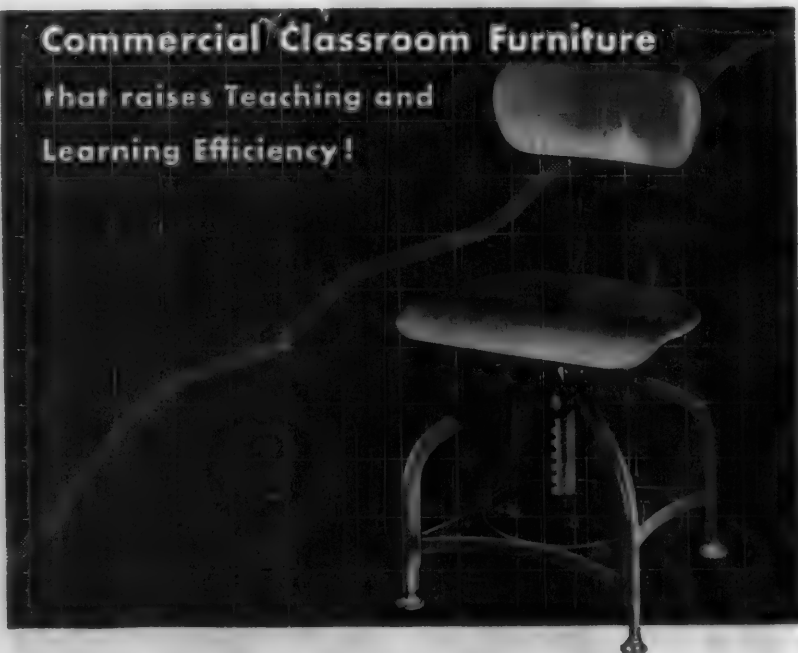
• Chairman of the Northeastern Ohio Business Teachers Association is William D. Slider, Brooklyn High School, Cleveland. Also elected were Edward Caldwell, Barberton High School, vice-chairman; Frances Wally West High School, Cleveland, secretary; and Ivey Patterson, North High School, Willoughby, treasurer.

• New officers of the Missouri Business Schools Association are E. E. Strobel, Capital Business College, Jefferson City, president; Freeman V. Bates, Draughton Business University, Springfield, vice-president; and Louise Ferguson, Office Training School, Cape Girardeau, secretary-treasurer.

• The National Association and Council of Business Schools installed Jack H. Jones, Jones Business College, Jacksonville and Orlando, Florida, as its president. The new president-elect is Weldon Strawn, Massey Business College, Houston, Texas. Darlene Heller, Rockford (Ill.)

Commercial Classroom Furniture

that raises Teaching and Learning Efficiency!



The 9610 offers posture-correct comfort to keep students alert and receptive. Full, roomy birch swivel seats are properly contoured—adjust and safely lock to heights desired in seconds—position all students at correct typing height. Construction is rugged for long, maintenance-free service. And all parts are non-removable and tamperproof so they can't get "lost".

The 6100 Typewriter Table is designed and constructed to provide a permanently stable surface for accurate and vibration-free typing. This table features an all-steel base, large plastic or wood top, ample book and purse rack and spacious leg room.

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POSITION _____

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THE
TOLEDO
METAL FURNITURE COMPANY
Toledo 7, Ohio

School of Business and H. T. Barnes, Barnes School of Commerce, Denver, Colorado, will continue in their positions as secretary and treasurer, respectively.

• The West Virginia Association of Private Business Schools elected Stephen A. Callen, Morgantown Business College, president; Ethel Carson, Century College of Commerce, Huntington, vice-president; and Mrs. C. F. Prickett, West Virginia Business College, Fairmont, secretary-treasurer.

• The Kentucky Association of Independent Business Colleges officers for this year are: Era Boone Ferguson, Hazard Business College, president; Virgil Young, Fugazzi Business College, Lexington, vice-president; and Robert S. Bullock, Bryant & Stratton Business College, secretary-treasurer.

• The Wisconsin Business Schools Association elected the following officers at its recent annual meeting: Otto J. Madland, Madison Business College, president; Mrs. S. F. Randall, Badger-Green Bay Business College, secretary-treasurer; and Sterling Randall, Badger-Green Bay Business College, vice-president.

SCHOOLS

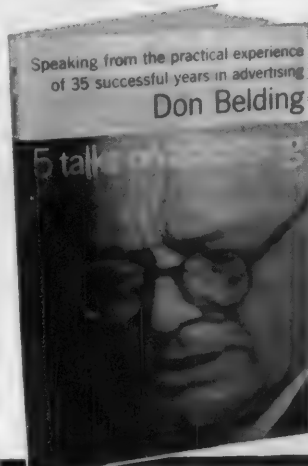
• The University of North Dakota, Grand Forks, has instituted programs leading to Ph.D. and Ed.D. degrees in the field of business education. Since approval of the new doctoral program by the State Board of Higher Education, over 20 students have started work toward the degree. A number of graduate teaching assistantships are available in the department. Information may be obtained from John L. Rowe, chairman, Department of Business Education.

GENERAL

• Thompson Rano Wooldridge has established an Educational Electronics division to market electronic products for use in schools. These will include closed circuit television systems, teaching machines, special tape recording systems, tape magazines, and electronic classrooms.

Recordak Corp., a subsidiary of Eastman Kodak Co., has set up an educational microfilm systems department. The department plans to offer technical assistance in systems and microfilm techniques to those interested in programmed material such as that used with teaching machines.

Don Belding gives the case for advertising



You've heard the other side. Now top adman Don Belding answers the critics who have had a field day at advertising's expense. He tells why it's still the most efficient means of mass communication; how it creates jobs and makes life easier; how it works unselfishly in the public interest.

Based on 35 years in advertising, Belding's book reprints five memorable talks given earlier this year at the University of Oregon. Educators, students, practicing advertising men all can profit from his down-to-earth advice: brass tack rules for creating ads and marketing plans; lessons he learned the hard way; the personal philosophy of a man who made advertising history, then retired at 60 to begin a new career. Order now with coupon below.

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Single copies—25 cents each
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Complete set of 15—\$2.50

Cash or check for full amount must accompany order.

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Please send me _____ copies of each of the reprints I have checked below, for which I enclose payment of \$_____

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Ideal demonstration stand that permits teachers to demonstrate correct typing procedures with in full view of all students. Has adjustable platform for obtaining correct height for instructor.

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Also offered as IS-3482 stationary model with two drop leaves. Avail. in variety of heights.

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Write for Free Catalog and Price List.

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New Business Equipment

Adding machines

Burroughs Corp. has introduced a new line of lower-priced adding machines. The new line includes five 10-key adding machines, one full-key-



board model, a printing multiplier, and an adding-subtracting machine with short-cut multiplication.

Prices range from \$199 to \$279. The printing multiplier sells for \$319. The units have a capacity of from 7-8 to 10-11, and several models are available with a minus balance feature.

Complete information may be obtained from the Equipment and Systems Division, Burroughs Corporation, Detroit 32, Mich.

Overhead Projector

The Beseler Master Vu-Graph series 7700 features a short supporting post



and compact projection head to give it a low profile. The projector, however, uses a 1000-watt lamp and will project a 10 by 10 inch transparency enlarged to up to 13 by 13 feet. The

projection head stands at 17½ inches. Over-all size of the housing is 23 by 12½ by 12½ inches.

The unit also includes a cellophane roll device, centrifugal blower cooling, spring-loaded legs, folding material shelf, and convenience outlet.

For details write to the Charles Beseler Company, 219 South 18 Street, East Orange, N.J.

Portable Public Address

A self-contained, portable public address system, including a lectern, has been introduced by Kinematix, Inc. Called "Roving Rostrum," the system is transistorized, battery-operated. It includes a microphone with goose-neck stand, 10-watt amplifier, 10-inch speaker, outputs for external



speaker and tape recorder, and phonograph/microphone inputs. It runs on two lantern batteries.

The unit is 16 by 18 by 8½ inches. List price is \$149.95 (less batteries). For full information, write to Kinematix, Inc., 1616 North Damen Avenue, Chicago 47, Ill.

Teaching Machines

Two new teaching machines have been introduced recently.

- A machine using the Skinner method of programming (requiring the student to write in a short answer) is being distributed by Grolier Incorporated (575 Lexington Avenue, New York, N.Y.) in association with Teaching Machines, Inc., of Albuquerque, New Mexico. The unit itself sells for \$20. Programs will cost between \$5 and \$15 each in a variety of subjects. Initial plans call for sale of the device to private homes through Grolier's encyclopedia division.

ADVERTISERS

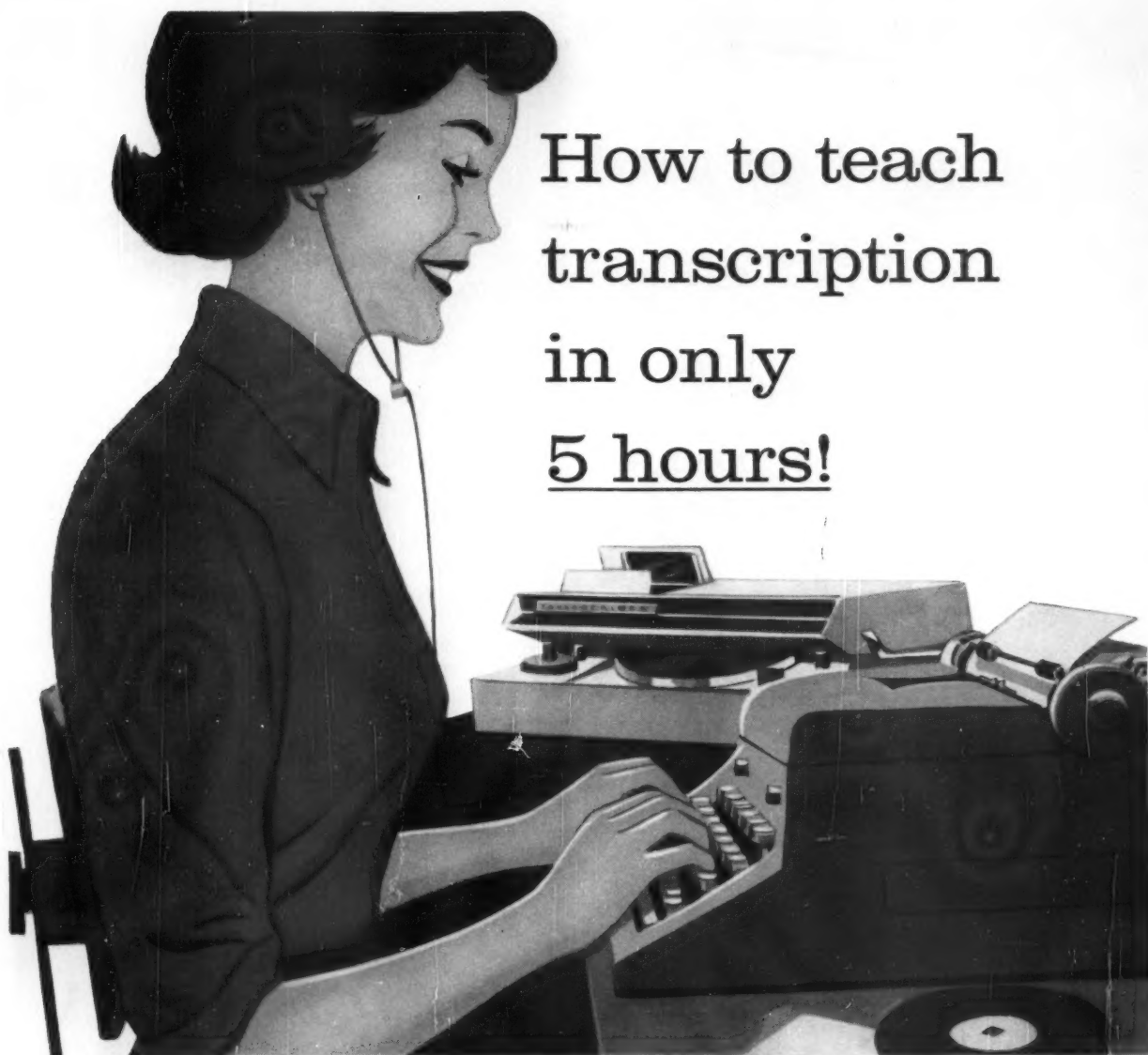
Acco Products	3
Ajusto Equipment Co.	5
Bankers Box Co.	5
Business Teacher Aids	35
Clear-View Co.	37
Desks of America, Inc.	37
A. W. Faber-Castell Pencil Co. .	4
Forkner Publishing Co., Inc. .	37
Garrett Tubular Products, Inc.	5, 39
Gregg Publishing Division, McGraw-Hill	20-21
Monroe Calculating Machine Co.	Cover 2
Olympia Div., Inter-Continental Trading Corp.	1
Royal McBee Corp.	Cover 4
SoundScriber Corp.	Cover 3
Stenographic Machines, Inc. .	6
Toledo Metal Furniture Co. .	38
University of Oregon Press .	39
Vantage Press	37

- Western Design division of U. S. Industries (250 Park Avenue, New York 17, N.Y.) has developed a compact version of a machine it introduced last year. This machine uses the Crowder programming method (requiring the student to make a multiple choice answer, telling him when and how he is wrong, and sending him back to the original question). It uses a microfilmed program, pushbutton response system, and automatic frame sequence programming. It is designed to sell for \$900.

New Products at a Glance

- Plastic bars with typefaces of technical and other symbols can be slipped, one at a time, on an adapter that fits any typewriter. When any key is then struck, it hits the bar like a hammer and the symbol is typed. The device is made by Mechanical Enterprises, Inc., Arlington, Virginia.

- Comptometer Corporation, 5600 Jarvis Avenue, Chicago 48, Illinois, has introduced its Duplex Calculator. The new key-driven calculator features two answer dials, one of which stores the totals transferred to it from the other dial.



How to teach transcription in only 5 hours!

SoundScriber's NEW accelerated 5 hour course is designed to fit the teacher's schedule.

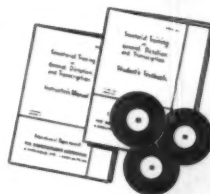
Now, for the first time, a course in general dictation and transcription has been designed with practical teaching schedules in mind. Based on a survey of business teachers, SoundScriber's new course provides optimum training for the student, yet is flexible enough to be used in any schedule.

This scientifically prepared course will train secretarial transcription students in all the skills of machine transcription in just 5 classroom hours. It is completely packaged for minimum supervision and can be used for classroom or individual training. It includes students' textbook, instructor's manual and professionally recorded training discs with actual business correspondence.

Consisting of 5 work units, each unit contains sec-

tions on Transcribing Secretary Study, Secretarial Hints, Spelling Study, Transcription Aids and Transcription Practice.

Mail in coupon below for full details on this revolutionary 5 hour course. And remember, only SoundScriber professionally records all transcripts on exclusive 33 $\frac{1}{4}$ rpm discs . . . playable on home phonographs for convenient student home practice. Mail coupon for free brochure explaining details of New 5 Hour Course plus a beautifully illustrated Wall Chart explaining SoundScriber Transcription.



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calls the Royal Electric typewriter
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"I've had Royal typewriters in my classrooms since I've been teaching," she continues, "and at Fort Valley we use Royal typewriters exclusively."

"We've found them to be the most sturdy typewriters for our use, and we get prompt, courteous and dependable service whenever we need repairs. Margins are a pleasure to teach with the Royal Magic® Margins. They are truly a time saver and a convenience."

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You'll find, too, that Royal Electric typewriters meet your school's requirements. Not only do they provide the kind of training typists must have to enter the modern business world, but special Royal Electric features make teaching and learning easier. Important too: they're reliable, sturdy. When needed, Royal service is promptly available.

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